

Round 2

How Can Supervisors Shape Effective Principals?

November 10, 2016
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



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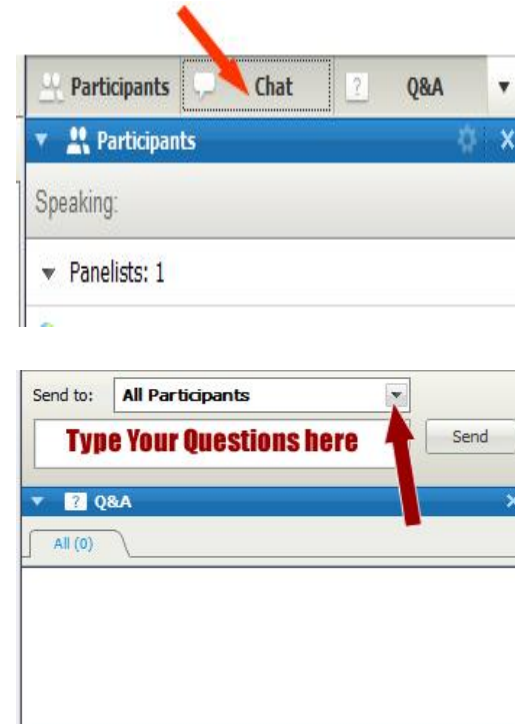
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Webinar Participation

- 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
- Polling Question
- The Wallace Foundation Principal Supervisor Initiative
- Cleveland Metropolitan School District Case Study (Standard #3)
- Standard #4 and Related Resources
- AASA Region 1 Effort
- Panel Discussion and Q & A
- Wrap Up


Presenters

Frederick Brown, Deputy Executive Director, Learning Forward

Mary Canole, School Leadership Consultant, CCSSO

Michelle N Pierre-Farid, Chief Academic Officer, Cleveland Metropolitan School District (OH)

MaryAnn Jobe, Director, Education and Leadership Development, AASA



Council of Chief State School Officers



Mary Canole
School Leadership Consultant

Model Principal Supervisor Professional Standards 2015

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.



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)

The Model Principal Supervisor Professional Standards

Principal Supervisors:

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

The Model Principal Supervisor Professional Standards

Principal Supervisors:

5. Advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.
6. 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. Engage in their own development and continuous improvement to help principals grow as instructional leaders.
8. Lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

Category 1: Educational Leadership

- **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.

Category 1: Educational Leadership

- **Standard 4.** Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

Polling Question



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:

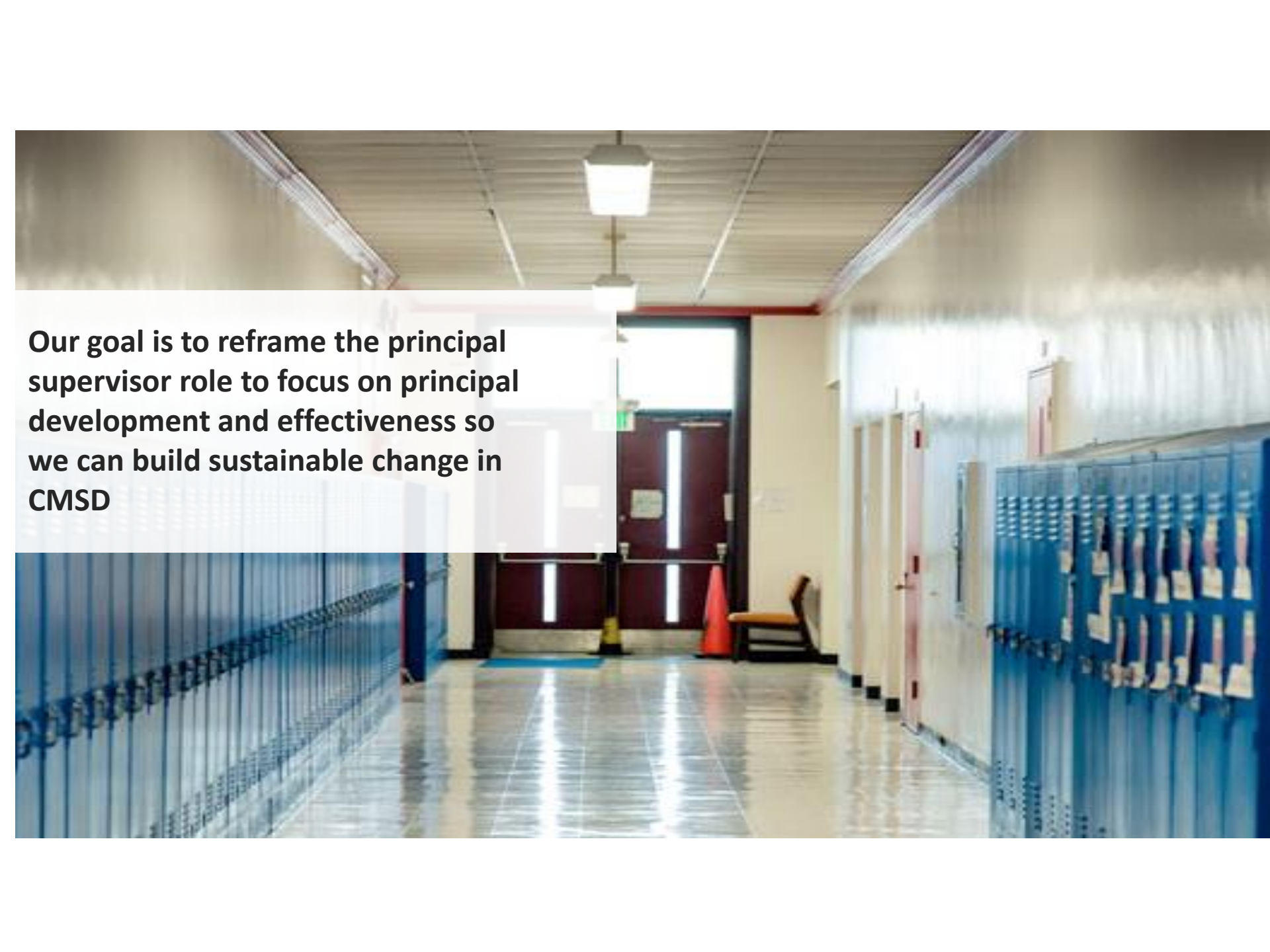
- The development of the Principal Supervisor Standards is the benchmark tool for school districts to use as an effective strategy to re-define principal supervision.
- Districts are starting to see 'dramatic' effects when the position is focused on teaching and learning.
- Central Office Transformation 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.

Cleveland Metropolitan School District (OH)



Michelle N Pierre-Farid
Chief Academic Officer
Cleveland Metropolitan School District (OH)



A photograph of a school hallway. On the left and right sides are rows of blue metal lockers. The floor is highly reflective, showing the overhead lights and the lockers. At the end of the hallway is a set of double doors with a vertical glass pane. A red fire extinguisher is mounted on the wall to the right of the doors. A yellow traffic cone and a wooden chair are on the floor near the doors. The ceiling has exposed pipes and a single light fixture hangs from it.

Our goal is to reframe the principal supervisor role to focus on principal development and effectiveness so we can build sustainable change in CMSD

Increasing the quality principal development & support through applied practice & shared strategies

**Shared
definition of
leadership + Added
time in
schools + Clear school
level goals &
targets + Improved
quality of
evidence + Differentiated
interventions to
match school &
leader = Effective
development &
support of
principals**

INEFFECTIVE

DEVELOPING

SKILLED

ACCOMPLISHED



Example of a coaching plan

Each principal supervisor has a coaching plan for each principal to help ensure they are supporting and improving the instructional leadership of the principal. They have to update it once a month.

School Name	Yrs. In Bldg. (as Prin)	Strengths	Development Areas	Success Measures: What will success look like at the end?	Coaching Interaction Notes
Benjamin Franklin	3	Strong understanding of ANET (assessments & tools), DDI, effective working relationship with UCC, TDES	Common Core rigorous alignment (task meets standard)	Gives timely, actionable feedback, focused on whether teachers' work is resulting in change at the student level; Groups, prioritizes, and unpacks standards into sequences of learning objectives that build to mastery of standards (60% of teachers).	8/25/16- HW: Spoke w/& purchased K materials- AATP. 9/1/16- P reviewed K lesson plans. T redo. Lucy providing weekly support to GT Manly.
Clara E. Westropp	4	Building management, managing processes, compliance	Instructional strategies	Uses the pacing guide/assessment calendar to ensure assessed standards will be taught; Aligns PD to school priorities, may target it to specific teacher needs; facilitators to have clear objectives.	9/2/16- Rec. WT form. P has not scheduled T observe in other bldgs....10/7/16-Consider re-organizing AP/Dean configuration for 17-18 and on Instructional Observations focus on standards aligned instructional objectives and student activities

Principal Supervisor Vision of Success

The academic superintendents are ***learners and leaders*** in the district who consistently collaborate with each other. They ***demonstrate their commitment by sharing problems of practice*** with one another and by helping their peers address problems of practice.

They ***actively participate in an effective community of practice*** that grows their skills and supports their practice. They collaborate to plan content with peers and facilitators. The academic superintendents are *effective coaches* who provide concrete feedback. They ground their principal supports in a clear and consistent definition of rigorous instruction.

In the CoP they develop ***common approaches to coaching***, feedback so that they provide:

- *Effective supports* to principals that *improve student achievement and teacher effectiveness* in every CMSD school.
- *Accurately match interventions, supports and feedback* to meet the needs of specific principals.

We're seeing some early promising signs...

A year following the change in Principal Supervisor Support:

- Principals ranked the top three areas in which their Network Support Leaders provide the most support to them:
 - Curriculum and instruction (73.8%)
 - Individual coaching/feedback (63.1%)
 - Strategic school design (39.3%)
- 79.57% of principals report that the service and support providers in their network are appropriately responsive and provide strong content expertise.



Learning Forward

Frederick Brown
Deputy Executive Director



Model Principal Supervisor Professional Standards 2015

Standard 4.

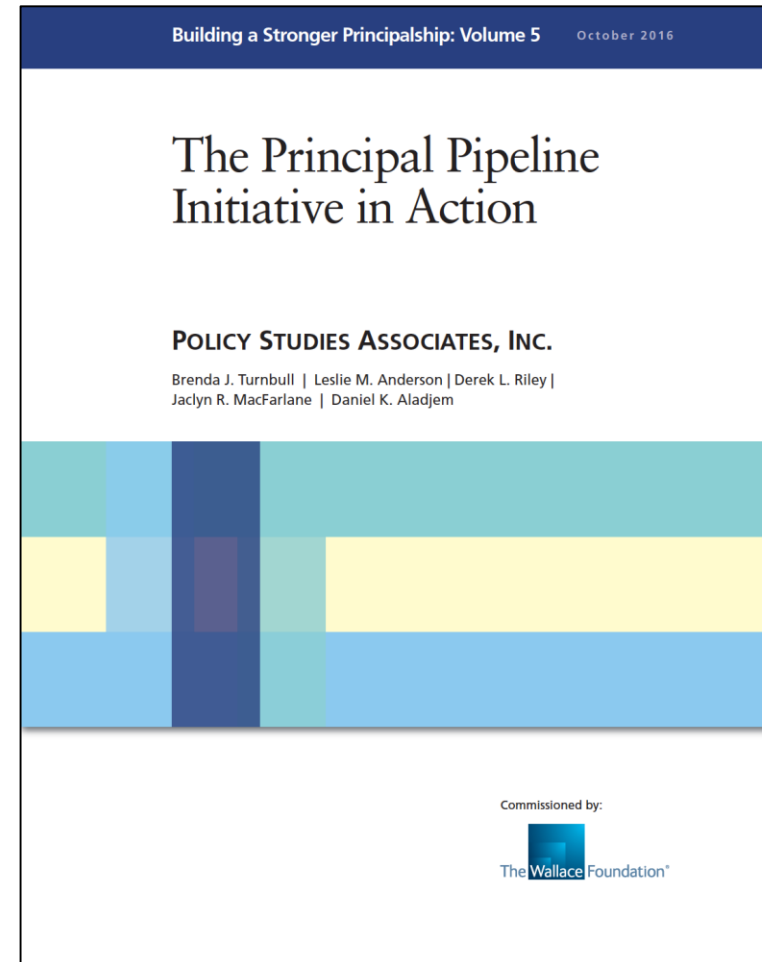
Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

- Growth-oriented
- Collaborative
- Reflective

Wallace Principal Pipeline Initiative

Quick Overview

- Six urban school districts
- Focused on improving the capacity of newly appointed principals through improvements in:
 - Preparation
 - Hiring
 - Evaluation
 - Support

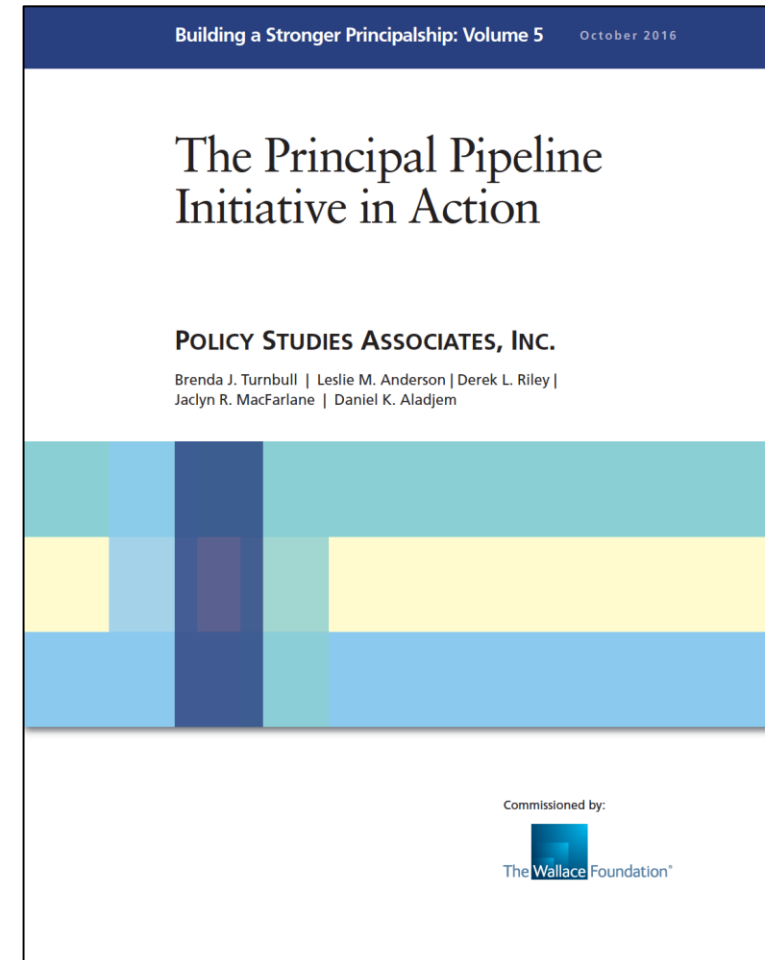


Policy Studies Associates Update

Section 5 – Evaluation & Support

Takeaways:

- Tailoring professional development to principals' individual needs was a continuing challenge
- A large majority of principals valued the support from supervisors, mentors, and coaches



Model Principal Supervisor Professional Standards 2015

Standard 4.

Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

- **Growth-oriented**
- **Collaborative**
- **Reflective**

Professional Standards For Educational Leaders 2015

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Reflection via Self-Assessment

PRINCIPAL'S SELF-ASSESSMENT

A principal's journey	Exemplary <i>Exceeds expectations:</i> Unique, creative, typical, inventive, always consistently	Proficient <i>Standard expectation:</i> Models, exhibits	Emerging <i>Below expectations:</i> Sometimes frequently, occasionally, inconsistently	Unsatisfactory <i>A concern:</i> <i>Infrequently, inconsistently, unintentionally, accidentally, unpredictably. rarely</i>
A shared focus on professional learning <ul style="list-style-type: none">• Places a high priority on personal learning as well as learning in others• Ensures that teachers deepen knowledge of their content as well as expertise in using effective instructional strategies• Insists on and facilitates regular monitoring of gains in student learning, as well as their own				

A resource from ***Becoming a Learning System*** (Hirsh, Psencik, & Brown, 2014)

Considering a Broader Professional Learning Plan



**PROFESSIONAL
LEARNING**

PLANS:

A WORKBOOK FOR
STATES, DISTRICTS,
AND SCHOOLS

Backmapping Model

1. Analyze student learning needs
2. Identify characteristics of community, district, school, department, and staff
3. Develop improvement goals and specific student outcomes
4. Identify educator learning needs and goals
5. Study the research for specific professional learning programs, strategies, or interventions
6. Plan intervention, implementation, and evaluation
7. Implement, sustain, and evaluate the professional learning intervention



**Improved/sustained educator practice
and student learning.**

- AASA just held a Principal Supervisor workshop in California to help superintendents and their teams align their work with the new standards. We anticipate starting a Principal Supervisor Certification Program within the coming months to deepen the knowledge of school leaders.

- AASA is targeting resources and programs to our colleagues west of the Mississippi and especially in the far western states. Stay tuned for our next series of events.
- Please join us at the National Conference on Education 2017 in New Orleans, LA from March 2-4, 2017. We will have a strand for principal supervisors and a special Thoughtleader session on the topic.

Panel Discussion

Join in the conversation.

Submit your questions using the chat feature.

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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!***

