



Great Principals Have Great Leaders

AASA Webinar
May 29, 2019



Great Principals Have Great Leaders

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



Wallace Research Findings

Dr. Jacquelyn Wilson

Director, Delaware Academy for School Leadership

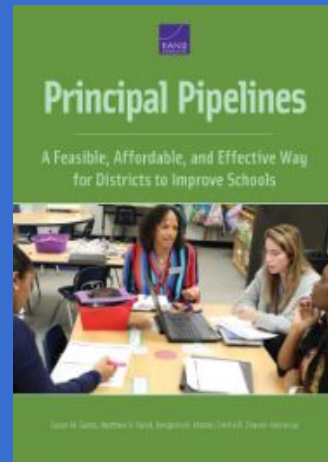
University of Delaware, College of Education & Human Development

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

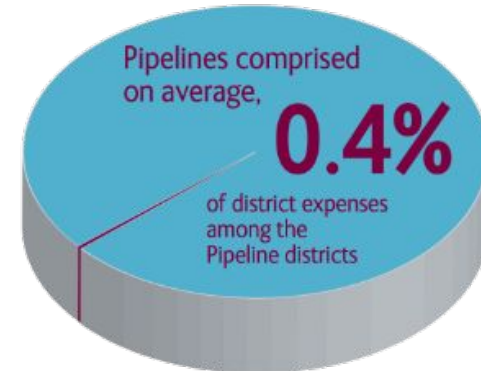
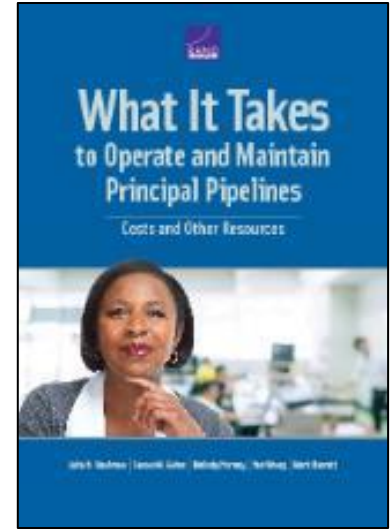
Pipelines are feasible and adaptable.

- 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

Source: *What It Takes to Operate and Maintain Principal Pipelines*, Julia H. Kaufman, et al, 2017



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.”

-- *Developing Excellent School Principals to
Advance Teaching and Learning: Considerations
for State Policy*, Paul Manna, The Wallace
Foundation, 2015

Leadership Matters



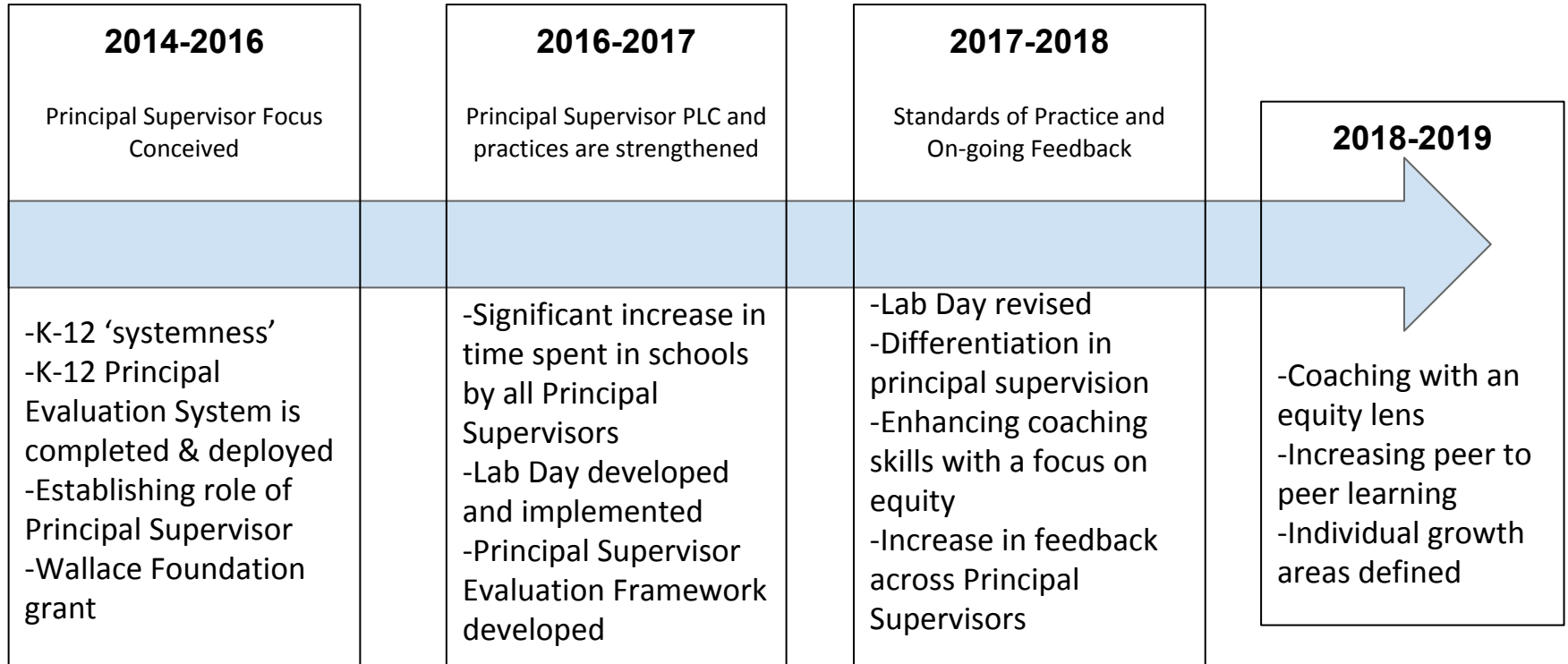
“With the right training and support, principal supervisors can assess and evaluate principals’ current leadership practices and **identify professional learning opportunities most likely to lead to improvements in the quality of teaching, learning and achievement.** Moreover, they can ensure that the 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



From Vision to System

Then	Now
<ul style="list-style-type: none"> Principal Supervisors and Principals ratio = 14:1 (with supervisors also leading district departments) No common principal evaluation system No common approach to principal coaching Principal Supervisor role undefined Leadership pipeline did not extend beyond principalship 	<ul style="list-style-type: none"> Ratio between Principal Supervisors and Principals is 11:1 Systematic approach to supporting/coaching and supervising principals Principal Supervisor role defined Leadership Development program to prepare aspiring principal supervisors/directors 



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.*



Office of the Deputy Superintendent of Schools



Principal Supervisor Professional Learning Community & Collaboration Structures 2016-2017			
Date	Time	Location	Session Description
August 22	12:30-2:30	Room 443	Collaboration & Planning
September 6	12:30-2:30	Room 443	Collaboration & Planning
September 27	12:30-2:30	Room 443	Collaboration & Planning
October 6	7:30-12:00	Elementary School	Lab Day - EDISON
October 27-28	n/a	NYC	Wallace PLC
October 31	10:30-2:30	Monroe D-17	Fall Planning Retreat
November 8	12:30-2:30	Room 443	Collaboration & Planning
November 14	7:30-12:00	Middle School	Lab Day - LINDBERGH
December 6	12:30-2:30	Room 443	Collaboration & Planning
January 12	7:30-12:00	Elementary School	Lab Day - WILLARD
January 24	12:30-2:30	Room 443	Collaboration & Planning
January 30	10:30-2:30	Monroe D-17	Winter Planning Retreat
February 6	7:30-12:00	High School	Lab Day - MILLIKAN
February 7	12:30-2:30	Room 443	Collaboration & Planning
March 8 (Wed.)	12:30-2:30	Room 443	Collaboration & Planning
March 30	7:30-12:00	K-8 School	Lab Day - MUIR
April 4	12:30-2:30	Room 443	Collaboration & Planning
April 10	10:30-3:00	Monroe D-17	Spring Planning Retreat
April 24-25	n/a	NYC	Wallace PLC
May 2	12:30-2:30	Room 443	Collaboration & Planning
May 22	10:30-2:30	Monroe D-17	Close of School Planning Retreat
June 6	12:30-2:30	Room 443	Collaboration & Planning

Lab Day: These working sessions are dedicated to the practice of principal supervisors' leading and coaching skills. Lab Days will be held at school sites and will engage the site principal in the conversation about efforts to improve teaching and learning. See Lab Day protocol.

1:1 Coaching: These sessions will be 1:1 opportunities for coaching at school sites during regular site visits. Each principal supervisor will calendar one monthly site visit that includes Jill or Gary.

Collaboration & Planning: These sessions are dedicated to planning for K-12 and Level Office PD, potential book study and an opportunity for principal supervisors to collaborate about non-instructional issues impacting schools.

Planning Retreats: These sessions will allow for extended planning across Levels.

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





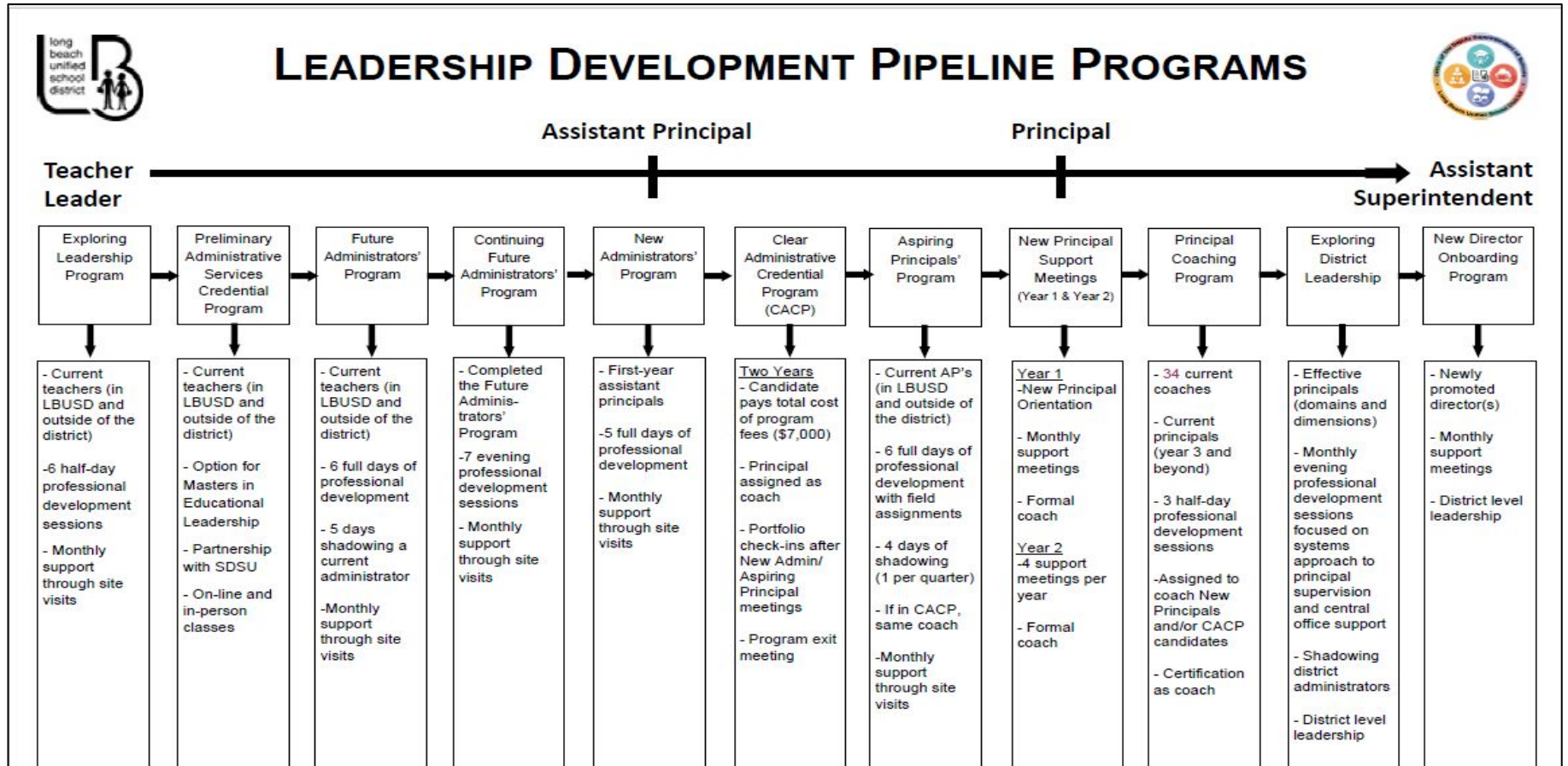
The LBUSD Pipeline

Dr. Kelly An

Director, Leadership Development

Long Beach Unified School District


Leadership Development Pipeline



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



Leadership Development
 Supporting leaders to positively impact every student, every day

Exploring District Leadership Program

2019-2020 Professional Development



LEADERSHIP DEVELOPMENT PIPELINE PROGRAMS

Teacher Leader
Assistant Principal
Principal
Assistant Superintendent

Exploring Leadership Program	Primary Administrative Services Credential Program	Student Achievement Program	Continuing Administrative Program	New Administrative Program	Clear Administrative Services Credential Program (CASC)	Aspiring Principal Program	New Principal Support Program	Principal Coaching Program	Exploring Leadership Program	New District Leadership Program
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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 Clear 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

1. Complete the Google Form Application via the link on the Leadership Development web page (www.lbschools.net, click "L" on the A-Z directory, select Leadership Development, go to Exploring District Leadership Program).
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.

Office of the Deputy Superintendent of Schools Leadership Development
 Long Beach Unified School District
 Administration Building, 4th Floor
 1515 Hughes Way
 Long Beach, CA 90810
 Phone (562) 997-8328

Contact
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Timeline

Application and Required Documents
 Application, Resume, and Letter of Intent
 Application window opens Tuesday, September 3, 2019. All documents are due no later than Friday, September 20, 2019, by 4:00pm

Exploring District Leadership Selection Notification
 Friday, October 11, 2019

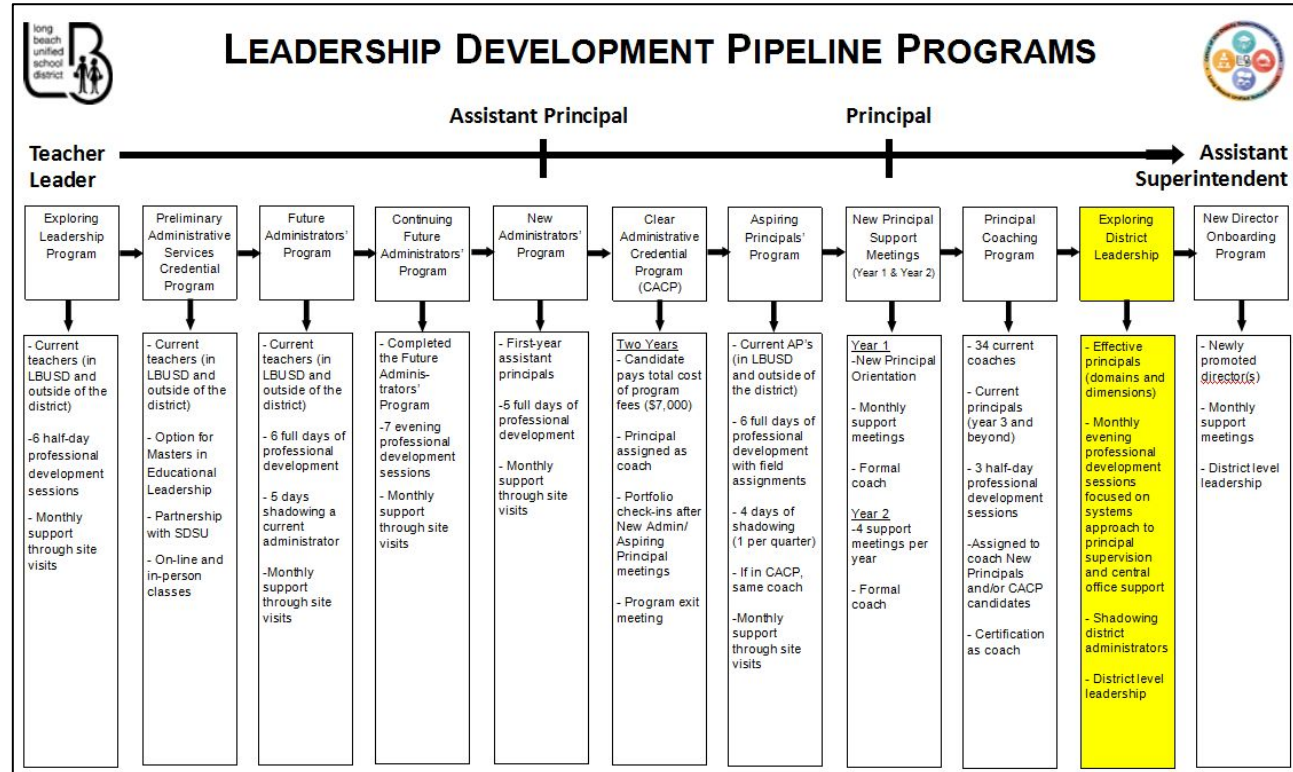
Required Program Workshops
 10/28/19
 12/13/19
 1/31/20
 4/6/20
 5/1/20
 3:00-5:00 p.m.
 TRC Room B-16
 6/16/20
 8:00-10:00 a.m. [1:1]

Shadowing and Coaching Sessions
 Dates TBD



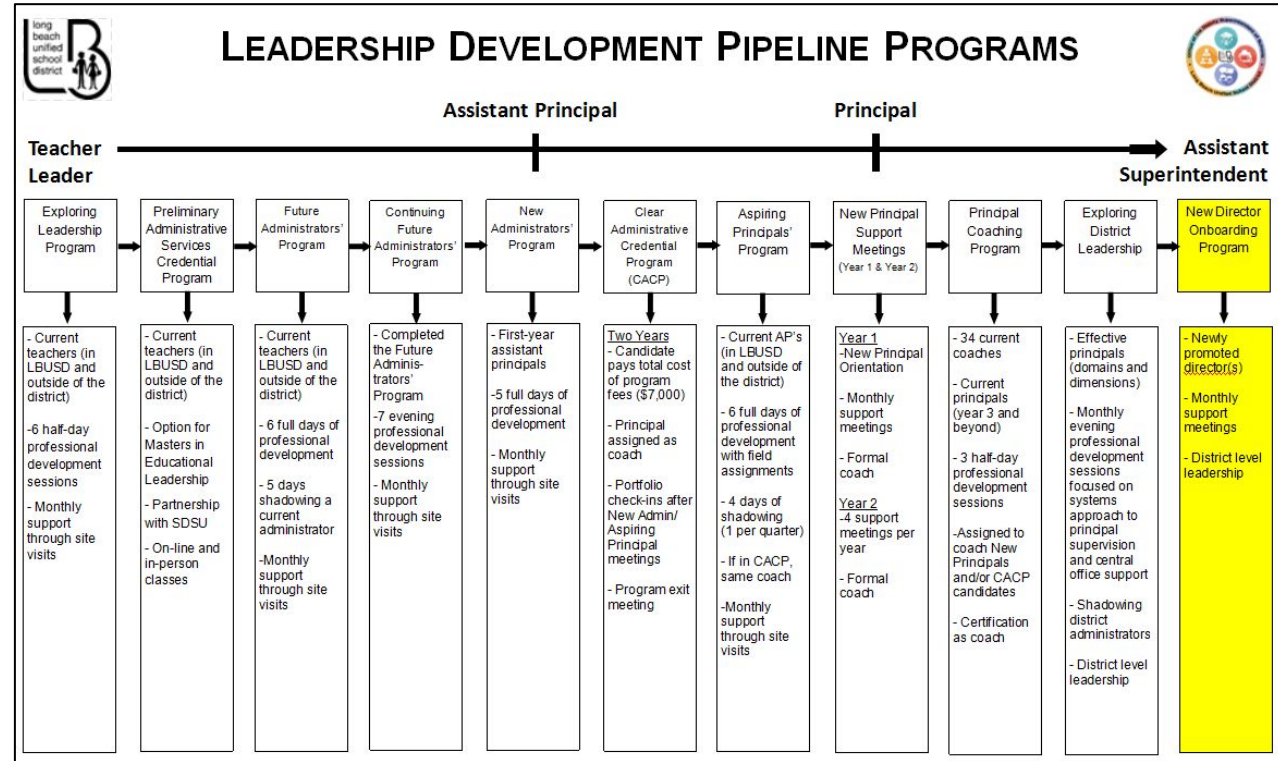
Preparing Future Principal Supervisors

- ▷ 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

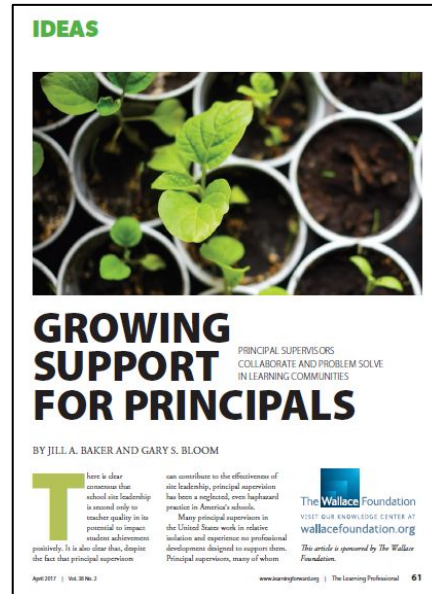
Creating a Culture of Coaching

- ▷ 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)
- Conference presentations: ASCD (2017), ACSA (2017), AASA (2018), PS (2017)
- 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)

