



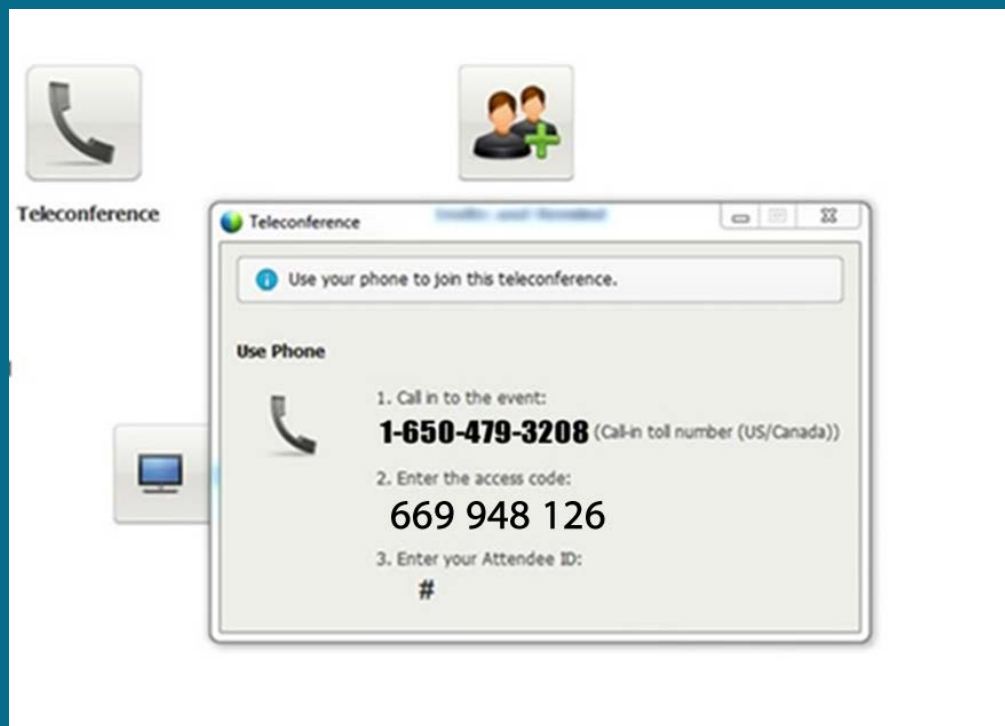
Principals as Equity Leaders

The Role of Central Office Leaders in Supporting Principal Success

September 12, 2019

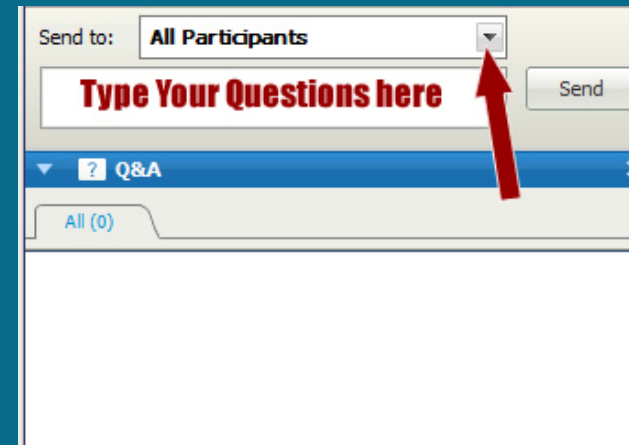
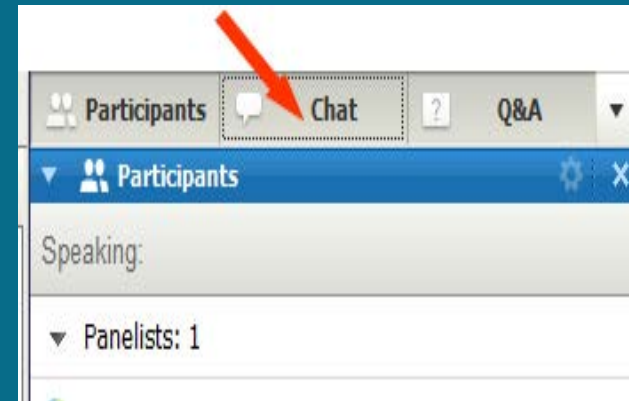
Logistics

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



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.



AASA & CEL Team



Valerie Truesdale

Assistant Executive Director,
AASA Leadership Network

vtruesdale@aasa.org
@ValerieTruesdal



Michele Mason

Director, Instructional
Leadership

micmason@uw.edu
@MicheleMason09



Max Silverman

Executive Director

silvermx@uw.edu
@maxsilverman

Thought Leadership Session at the AASA National Conference on Education

The Personalization of Education | February 13-15, 2020 | San Diego Convention Center, San Diego, CA | www.aasa.org

The *Personalization* ▶▶▶ of Education

REGISTER NOW

Friday, February 14

12:45 - 1:45 pm

Investing in Principal Supervisors to Lead School Improvement

Educating all children at high levels depends largely upon having effective school building principals. Yet, skill at implementing quality systems for recruiting, developing and evaluating principals, is not universally strong. Superintendents and Principal Supervisors agree that quality principal supervision programs should be a high priority. This session highlights strategies and tools developed by school districts and researchers with support of the Wallace Foundation that assist districts to select and develop principal supervisors. Highly skilled principal supervisors provide on the job support, coaching and supervision for building leaders to lead school improvement.



Handouts and Resources

Check downloadable links in the “Chat” box for your quick reference:

- <http://www.aasa.org/uploadedFiles/CEL-4D-Smart-Card.pdf>
- <http://www.aasa.org/uploadedFiles/CEL-Principal-Support-Framework.pdf>

Webinar Recording and Files:

- <http://www.aasa.org/webinars.aspx>





Poll Question

Who is in the room?

- Superintendents.
- Principal Supervisors.
- Chief of Academics.
- Human Resources/Talent Development.
- Universities.
- Non-profit organizations.





Goals for Webinar

Participants will:

- Better understand the importance of developing expertise and reciprocal accountability.
- Understand expertise that principals need to lead for equitable outcomes.
- Understand how central offices can best support principals in their leadership for equitable outcomes.





Essential Questions

- What is CEL's perspective on equity and how does supporting principals play a role in this belief?
- What are the connections to equity in CEL's 4 Dimensions of Instructional Leadership Framework?
- How can a principal and central office staff support equitable outcomes for all students?





Agenda

- Overview of research on principal expertise (focused on CEL's 4 Dimensions of Instructional Leadership Framework).
- Overview of research on how central offices best support principals (focused on CEL's Principal Support Framework).
- Questions and answers.





What is CEL's perspective on equity and how does supporting principals play a role in this belief?

Goal: Deepening understanding of the role of principal as a courageous leader.

The importance of prioritizing what principals need to know to focus on equitable outcomes.




our vision

Transformed schools
empowering all students
regardless of background, to create
LIMITLESS FUTURES

for themselves, their families, their communities,
and the world.





our mission

We partner with
courageous leaders

in classrooms, schools, and the systems that support them

to eliminate educational inequities

by creating **cultures of rigorous**
teaching, learning, and leading.



Equity Is a Key Principle of Our Work

Equal Outcomes

Fairness

Access and Support

Respect for Differences

Achievement of
Every Student

Equity





If students are not learning, they are not being afforded
powerful learning opportunities.

Teaching is a highly **complex** and **sophisticated** endeavor.

Practice of **sophisticated endeavors** only **improves**
when it is **open to public scrutiny.**

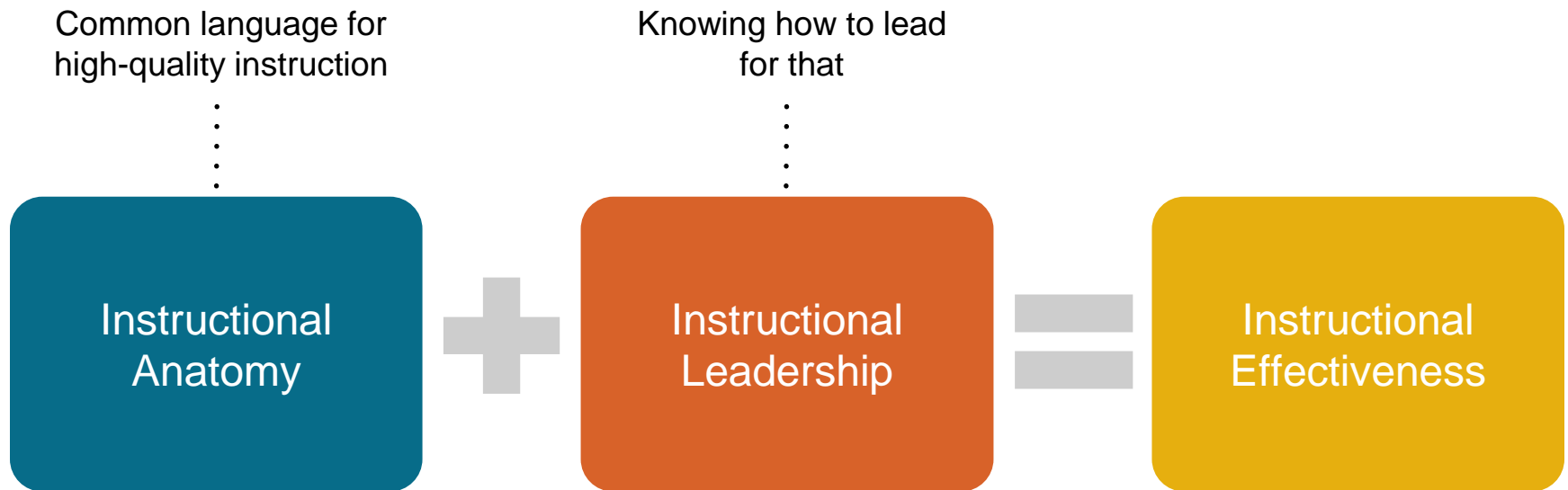
Improving practice in a culture that is “public” requires **reciprocal**
accountability.

Reciprocal accountability implies a **particular kind of leadership**
to improve teaching and learning.

Leaders cannot **lead** what they don't **know.**



Two-Part Equation





Leaders cannot **lead** what they do not **know**.
Expertise Matters.





- Expertise affects what we notice.
- Expertise can be developed.
- Practice makes **Expertise**.





What expertise is







Poll Question

What is the primary role of a principal in your school system?

- A. CEO.
- B. Building manager.
- C. Instructional leader.
- D. Depends on principal skill set.





It's all about instructional leadership!

Goal: Deepening understanding of the role of principal as an instructional leader.

The importance of prioritizing what principals need to focus on as an instructional leader.

Instructional Leadership

Our 4D™ instructional leadership framework identifies a vision for principals and other school leaders who want to improve instructional practice. The framework is organized into four dimensions:



VISION, MISSION
AND LEARNING-
FOCUSED
CULTURE

IMPROVEMENT OF
INSTRUCTIONAL
PRACTICE

ALLOCATION OF
RESOURCES

MANAGEMENT OF
SYSTEMS AND
PROCESSES



Shifts in Thinking About Instructional Leadership

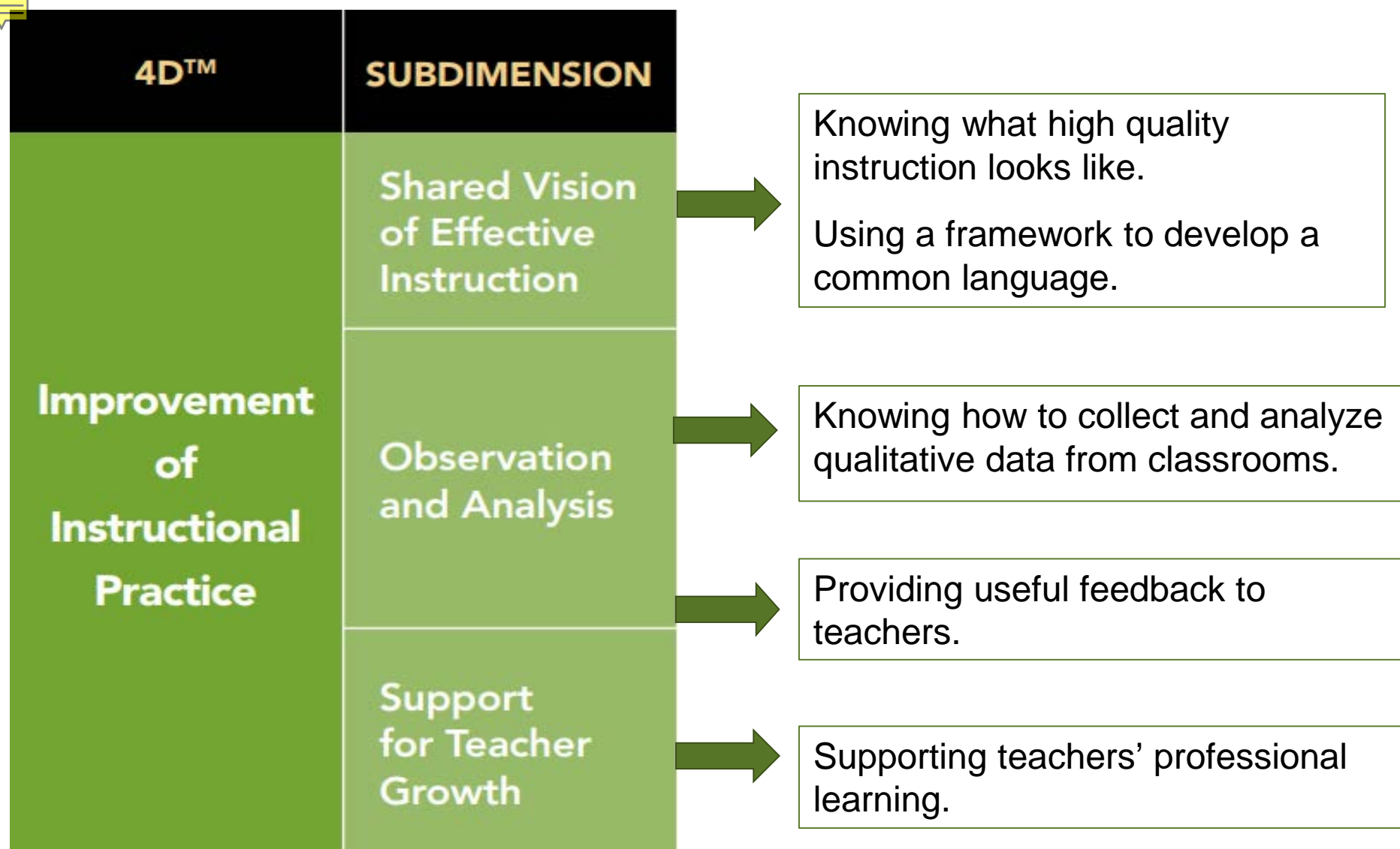
From:

- A generic concept.
- Principal, the sole instructional leader.
- Improving practice, an occasional PD activity.
- Some use of data.
- Primary focus on instruction.

To:

- A well-defined set of practices.
- Principal, the “leader of leaders.”
- Improving practice, a daily concern.
- Improving practice highly dependent upon evidence.
- Creating conditions and supports for quality instruction.





4D™

SUBDIMENSION

Improvement
of
Instructional
Practice

Shared Vision
of Effective
Instruction

Observation
and Analysis

Support
for Teacher
Growth

Equity: Understanding how systemic racism and bias impact our ability to see effective instruction.

Implementing common instructional approaches that support students from a variety of backgrounds and experiences.

Equity: Understanding how implicit bias interferes with objective observation and analysis.

Using an equity lens to understand and analyze what each student is learning and being asked to do in relation to high quality standards.

Equity: Rooting teacher growth in the strengths and needs of all learners.

Equity: Ensuring teachers are learning and developing high impact practices to support all learners.



Poll

Our school system has clarity and consensus on the role and work of principals as instructional leaders.

- A. Very much so.
- B. Getting closer with more work to do.
- C. Progressing – wish we were further along.
- D. Just beginning – with much more work to do.





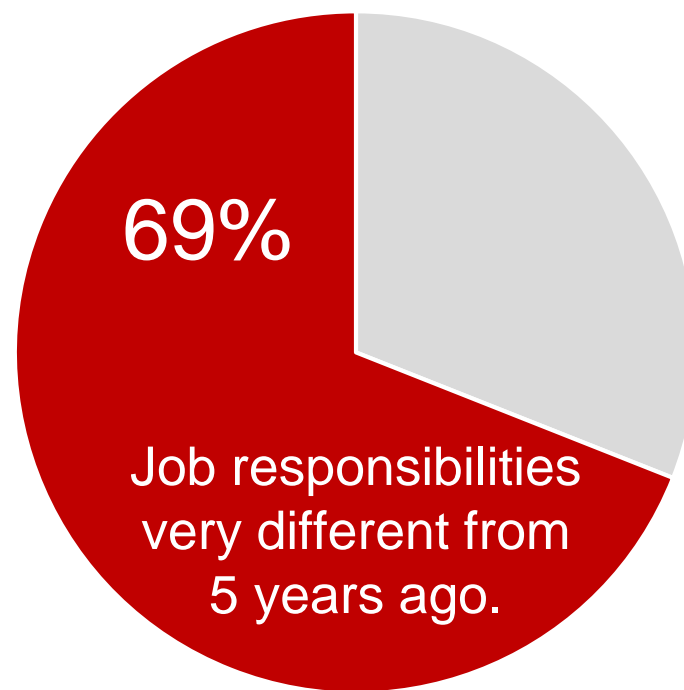
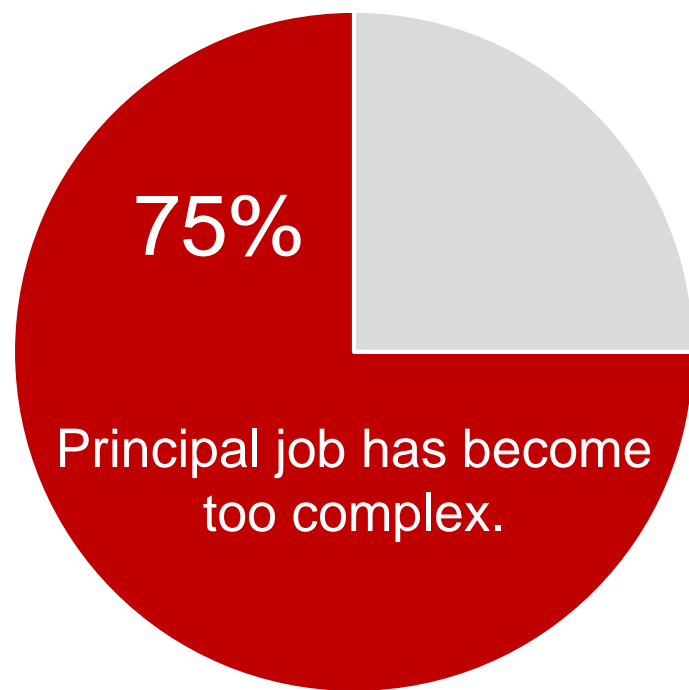
It's all about instructional leadership!

Goal: Deepening understanding of the role of principal as an instructional leader.

The importance of prioritizing what principals need to focus on as an instructional leader.



Principals surveyed in 2013:



Markow, D., Macia, L. & Lee, H. (February 2013). *The MetLife Survey of the American Teacher: Challenges for School Leadership* (ERIC Record Number: ED542202). New York, NY: Metropolitan Life Insurance Company.



Challenges Faced by Principals

- Instructional leadership has not previously been a focus.
- Varying demands from Central Office.
- Varying levels of support from Central Office.
- Clarity on their roles as a principal.
- Clarity on expectations for school's success.





Instructional Leader

“If you want to leverage improvement in a school system, the most critical role is the principal.”

If the central office does X

Then principals will
be able to do Y

Which means
teachers will do Z

Which will
result in
achievement
for all
students!

Sparks, D. (2005) Explain, inspire, lead: Interview with Noel Tichy. *Journal of Staff Development*, 26(2), 50-53.





Big Ideas



If you have a theory of action that principal leadership matters to improve student learning, ...



Then you need to be ultra intentional about how to grow principal practice or you will continue to have variability in principal performance and student success.





Principal Support Framework

Our Principal Support Framework illustrates what it means for district leaders to support principals as instructional leaders. The framework defines three action areas, each with indicators of success:



**SHARED VISION OF
PRINCIPALS AS
INSTRUCTIONAL
LEADERS**

**SYSTEM OF SUPPORT
FOR DEVELOPING
PRINCIPALS AS
INSTRUCTIONAL
LEADERS**

**MAKING IT POSSIBLE
FOR PRINCIPALS TO
BE INSTRUCTIONAL
LEADERS**



A Shared Vision of Principals as Instructional Leaders

Action Area 1





ACTION AREA 1

A Shared Vision of Principals as Instructional Leaders

The school system has defined, clearly and in detail, what it expects principals to do as the instructional leaders of their schools. It selects and evaluates principals based primarily on whether they can successfully execute those practices.

- Principals understand the school system's expectations for their role and effective practice as school instructional leaders.
- That is the work they perform day-to-day, and effective practices can be sustained over time.





Rationale for Action Area 1

Shared vision and understanding of the principal as an instructional leader.

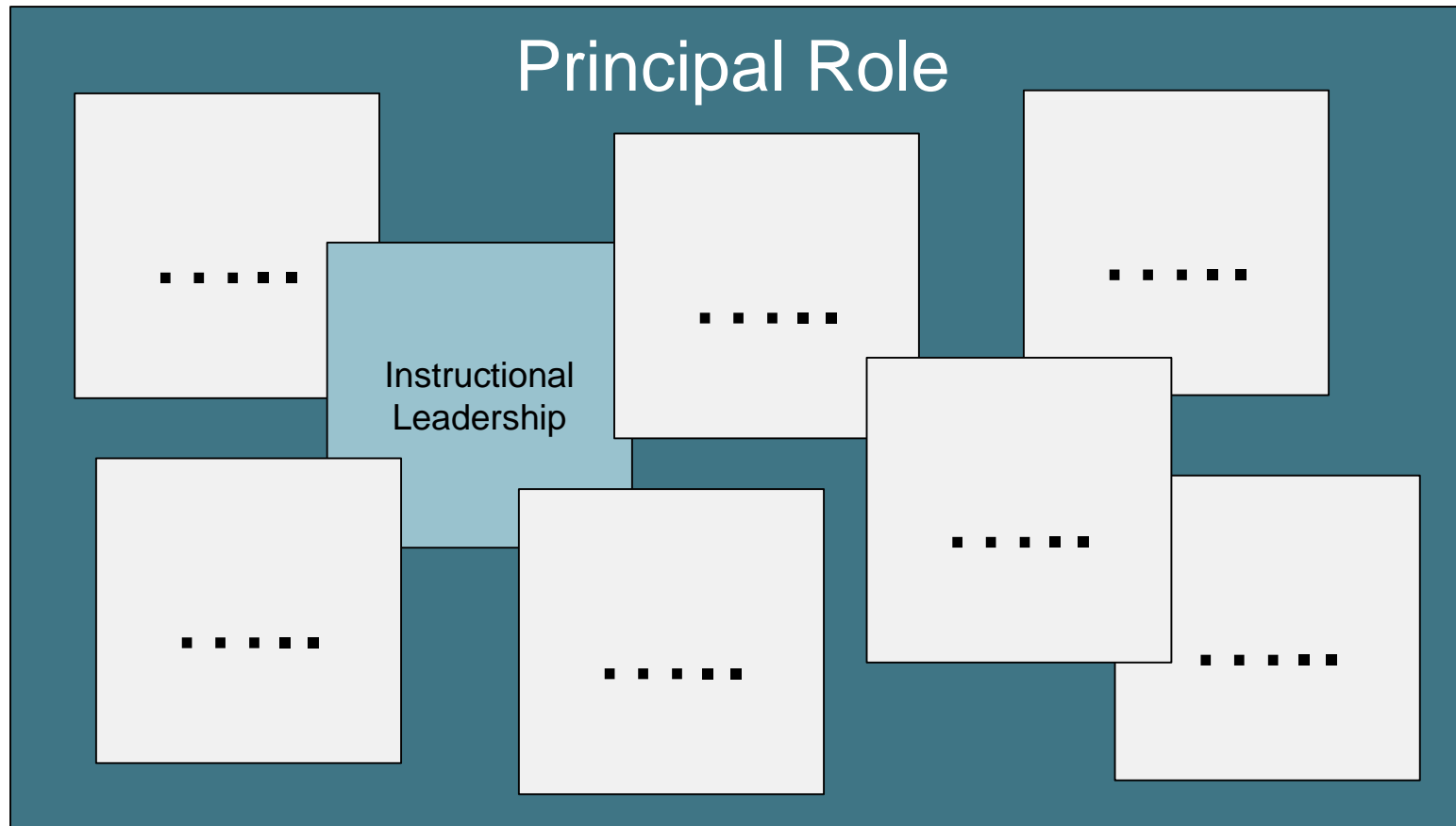
- Clarifies principal expectations and day-to-day work as instructional leaders.
- Becomes the basis for professional learning, assessing and measuring performance.
- Drives the hiring of principal candidates.





Action Area 1

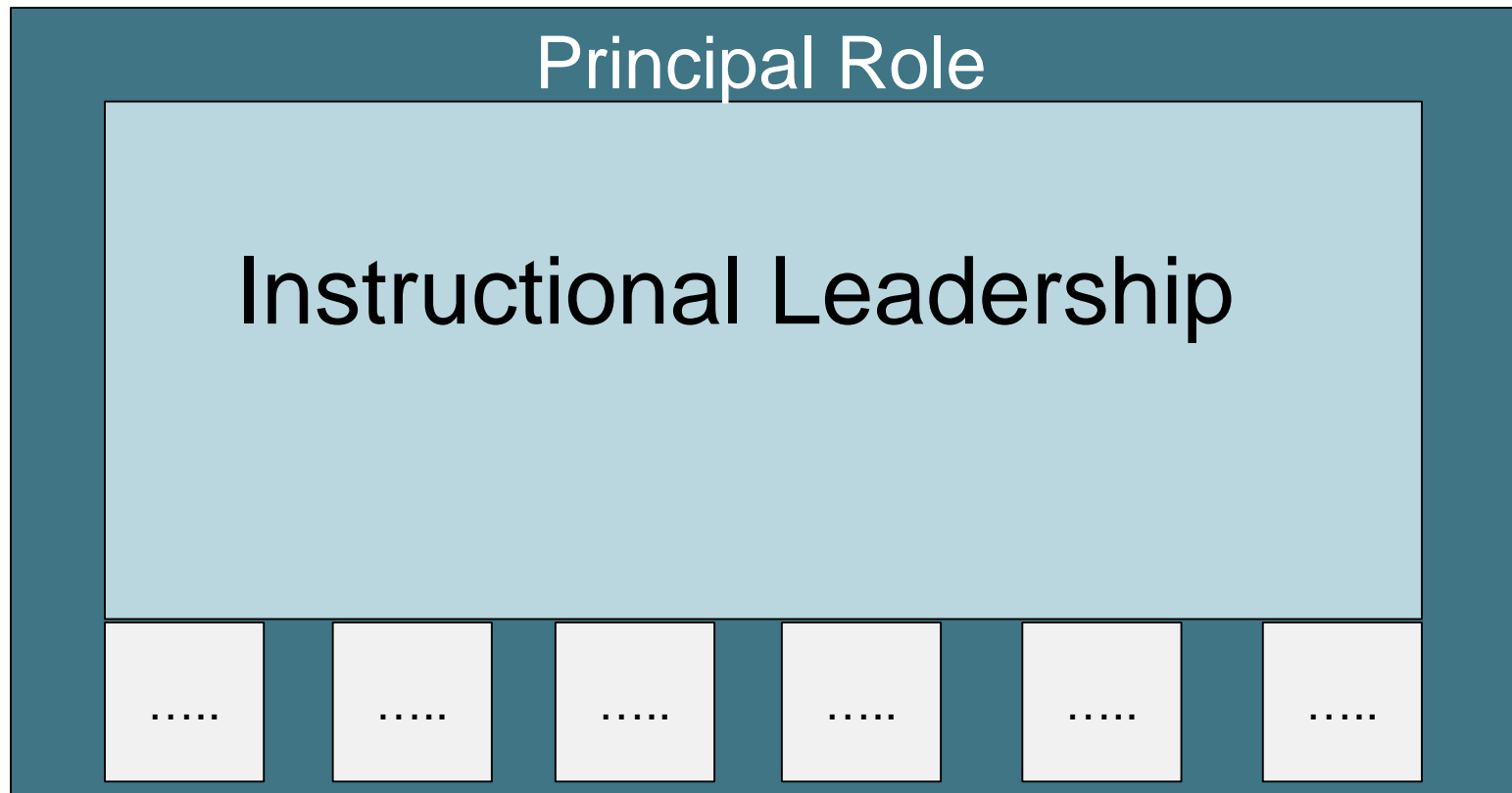
Shared vision of principals as instructional leaders



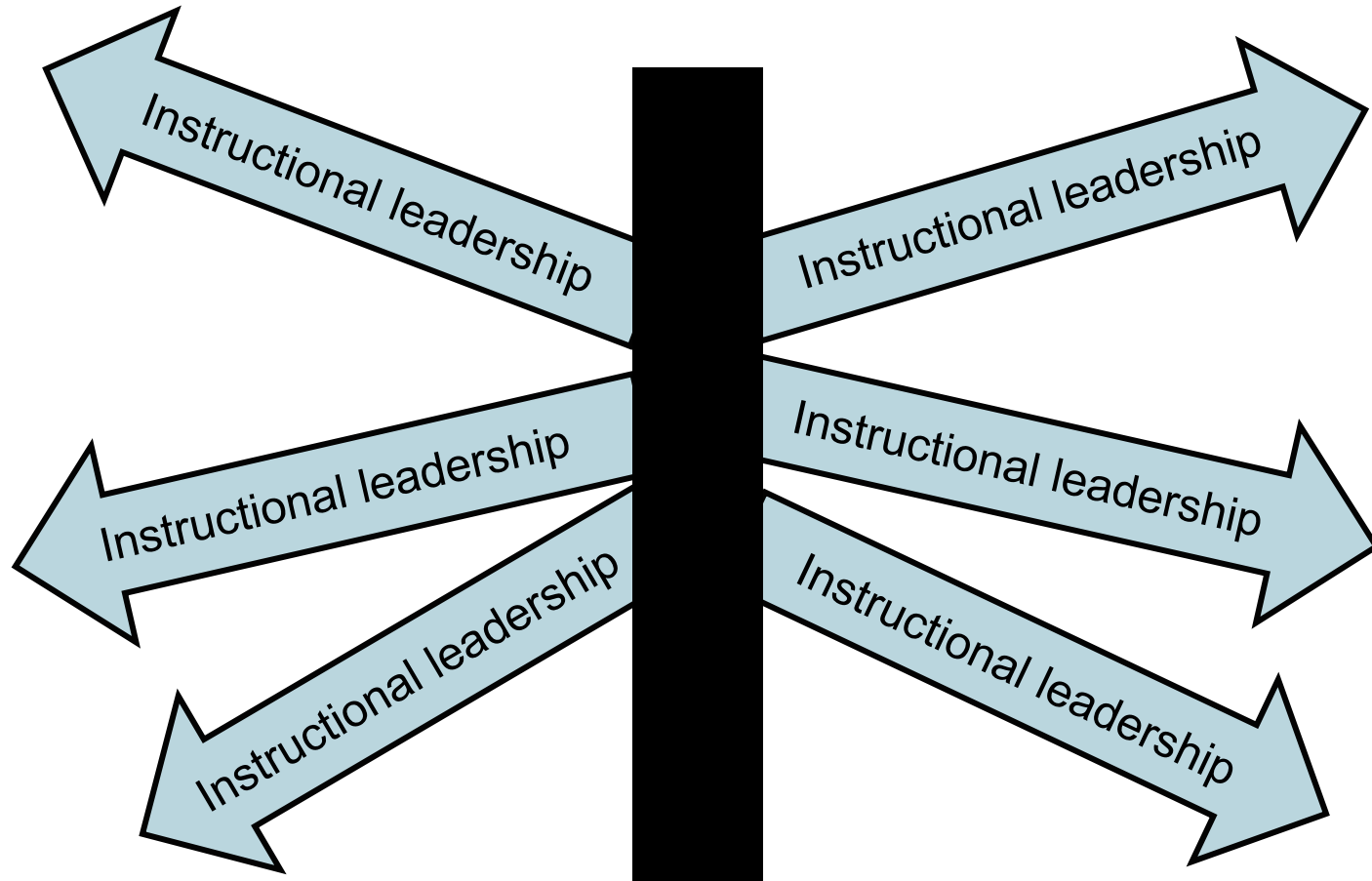


Action Area 1

Shared vision of principals as instructional leaders



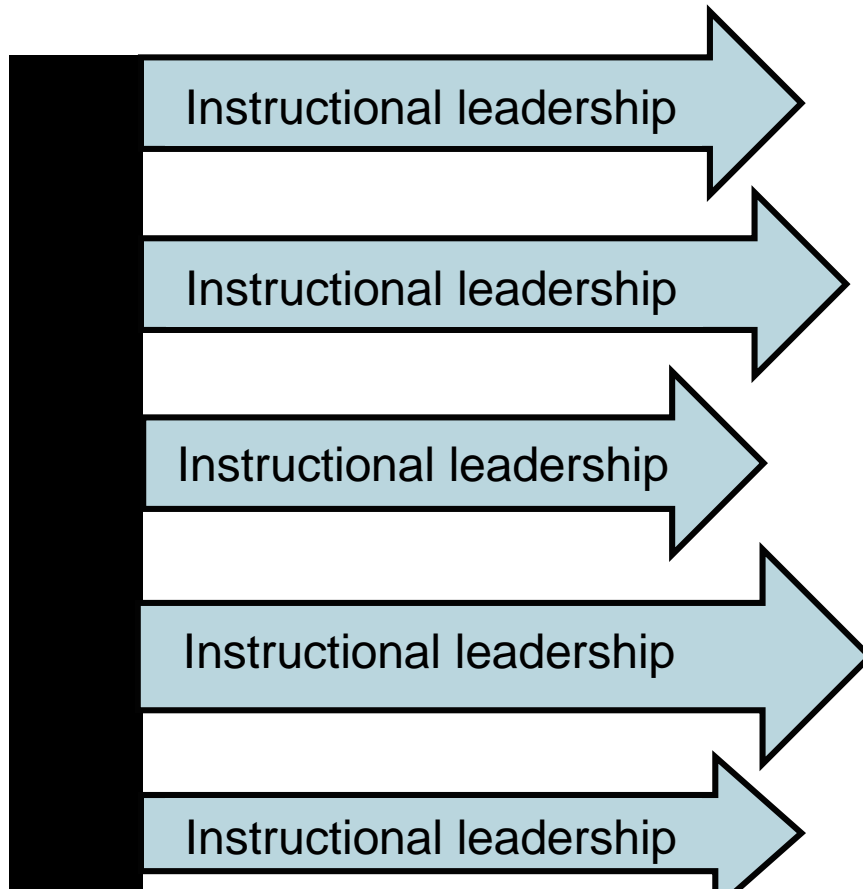
What is instructional leadership, as understood in your district?





Action Area 1

Shared vision of what instructional leadership is



Instructional Leadership

-
-
-
-
-
-
-
-





System of Support for Developing Principals as Instructional Leaders

Action Area 2





ACTION AREA 2

System of Support for Developing Principals as Instructional Leaders

The school system has created a system of differentiated and targeted supports to support principals' growth as instructional leaders.

- Principals have the skills, tools, and supports that they need to grow and successfully apply the system's high-priority instructional leadership practices.





Rationale for Action Area 2

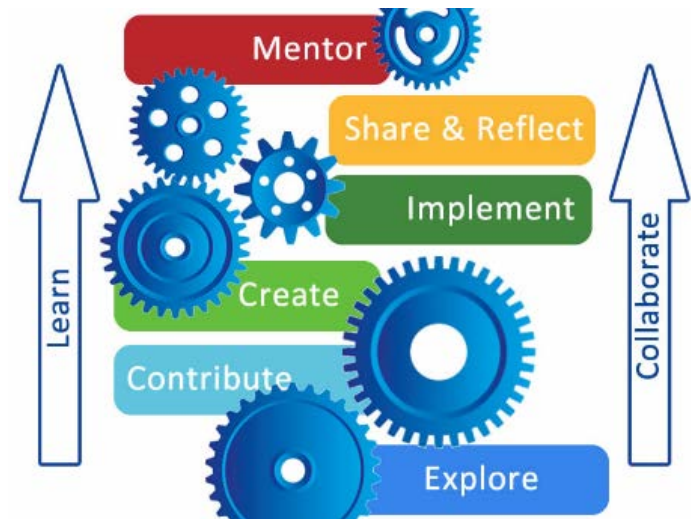
- Supervision is an insufficient lever to improve practice.
- Principal professional development is often outsourced, topical in nature, and led by a variety of departments.
- Few intensive and intentional job-embedded opportunities to improve instructional leadership skills.
- Few formal opportunities for principals to collaborate to improve their practice.



Action Area 2: What We Are Learning

Start with principal learning systems that include:

- Professional development.
- Coaching.
- Mentoring.
- Principal agency/collaboration.





What We Are Learning (cont'd)

Includes **principal supervisors** who possess:

- Deep understanding of effective **instructional practices**.
- Deep understanding of effective **leadership practices**, especially instructional leadership and human capital management.
- **Adult teaching and coaching skills** to help principals learn and develop; for example, working from evidence, working from problems of practice.





Systems of Principal Professional Learning: Key Concepts

Ownership, agency, and choice

Rooted in school context.

Principal performance needs.



Differentiation

What the school needs.

What the principal needs.



Access

Expertise, coaching and mentoring from peers, supervisors
and other central office leaders.



Principal Learning Systems: Resources and Structures

Resources

- Principal Supervisors
- Professional Developers
- Mentors
- Coaches
- Subject Matter Experts

Structures

- 1:1 Visits
- Networks / PLCs
- Affinity Groups
- Professional Learning Sessions
- Triads

A woman with dark hair, wearing a striped shirt, stands in a classroom. She is pointing her right index finger at a whiteboard. On the whiteboard, the equation $3 - 3 =$ is written. The background shows shelves with alphabet cards (Ff, Gg, Hh) and children's books. The entire image has a green tint.

Making it Possible for Principals to be Instructional Leaders

Action Area 3



ACTION AREA 3

Strategic Partnership Between the Central Office and Principals

The central office develops systemic solutions that ensure instructional leadership is the primary job of principals.



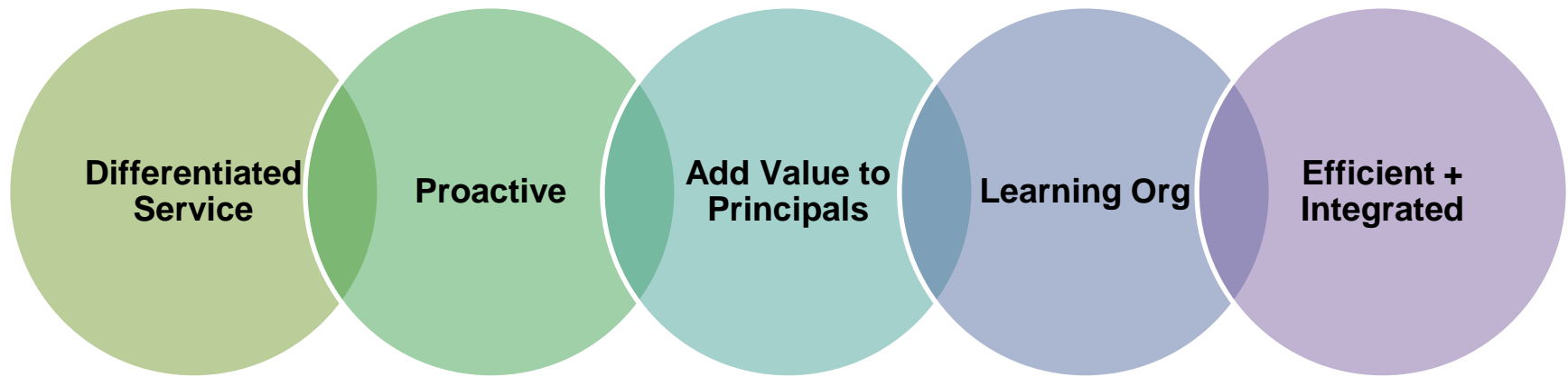


Rationale for Action Area 3

- Principals need more time for instructional leadership.
- Principals don't always know what they need from the central office.
- Compliance and monitoring are not the same as a strategic partnership.
- Central office has the potential to add value to schools!



A Major Iteration of Action Area 3



Sources of Inspiration

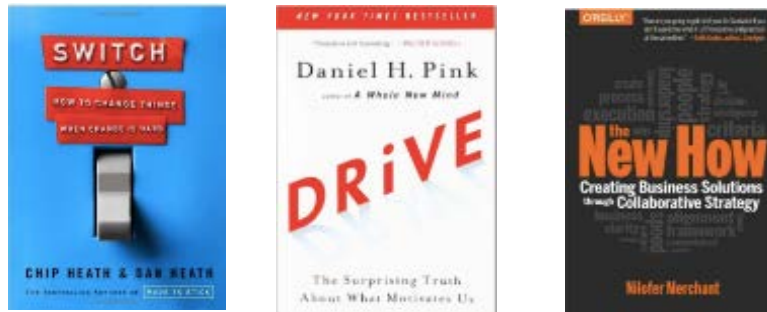
Practitioners

Synthesized the thinking of leaders across the country.

Education Thinkers & Researchers



Organization Development & Change



Public Sector & Health Care





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www.k-12leadership.org

