



# Providing Instructional Support to Principals: The Role of Principal Supervisor

AASA Webinar  
February 6, 2020

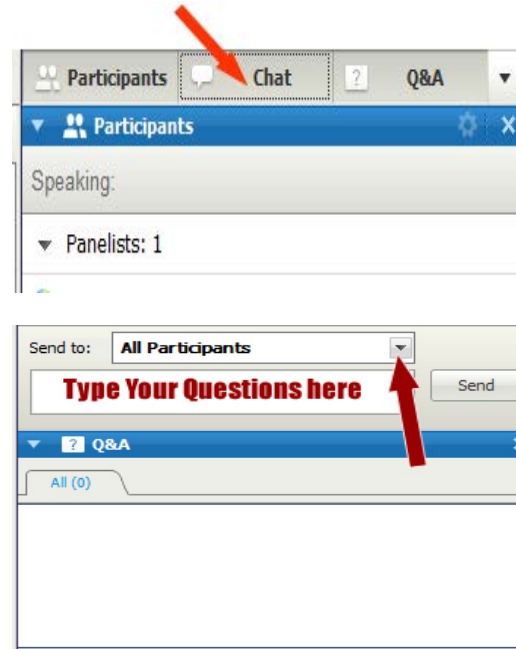
# Logistics

- 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 Webinar Presenters



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# Essential Questions

- What can we learn from the Model Principal Supervisor Standards?
- How did one district go from model standards to implementation?
- How can pipeline programs support Principal Supervisor preparation?
- What does a Principal Supervisor PLC look like?

# Model Principal Supervisor Standards



# Model Principal Supervisor Standards

In December 2015, the Council of Chief State School Officers (CCSSO) released standards that provide a clear, practical definition of what the supervisors of school principals should know and be able to do to improve the effectiveness of principals. With support from The Wallace Foundation, a team of educators from across the nation spent more than a year developing the Model Principal Supervisor Professional Standards for a position long focused on bureaucratic compliance but now increasingly becoming critical to developing outstanding school principals who can improve teaching and learning.



# The Question?

These new voluntary standards respond to the knowledge gap identified by a question in a recent report by The Wallace Foundation: “If principal supervisors in districts shift from overseeing compliance to sharpening principals’ instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, would this improve the effectiveness of the principals with whom they work?”

*The Wallace Foundation, Building Principal Pipelines – A Strategy to Strengthen Education Leadership (New York, NY: The Wallace Foundation, 2015)*



# Theory of Action

Informed by that question, The Model Principal Supervisor Professional Standards 2015 are based on the following 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.*

# Research Points to New Direction for Principal Supervisors

- The supervision of principals should be a primary responsibility, not an afterthought.
- Principal supervisors should receive training in the supervision process and have ongoing opportunities for reflection and professional development to improve their practice.
- The primary focus of principal supervisors should be to improve principal performance.
- Principal supervision should be ongoing, connected to the principal's growth from year to year, and grounded in a coaching relationship.
- Principal supervision should be driven by a vision of the supervisor and principal as leaders of professional learning communities.
- Principal supervision should be informed by multiple data sources.
- Principal supervision should be consistent with adult learning and professional development best practices, including collaboration and a sense of shared ownership.

*--Barry Vitcov and Gary Bloom, "A New Vision for Supervising Principals," School Administrator, December 2010.*

# Model Standards for Principal Supervisors



- Standard 1. Principal Supervisors dedicate their time to helping principals grow as instructional leaders.
- Standard 2. Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.
- 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.
- Standard 4. Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.



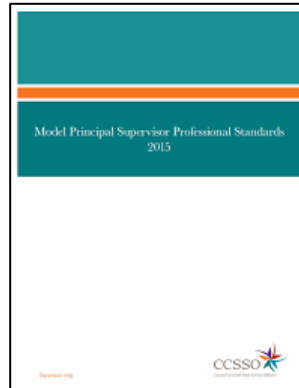
# Model Standards for Principal Supervisors



- Standard 5. Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.
- Standard 6. Principal Supervisors 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
- Standard 7. Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.
- Standard 8. Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

# Link to the Model Principal Supervisor Standards

<https://www.wallacefoundation.org/knowledge-center/Documents/Model-Principal-Supervisor-Professional-Standards-2015.pdf>



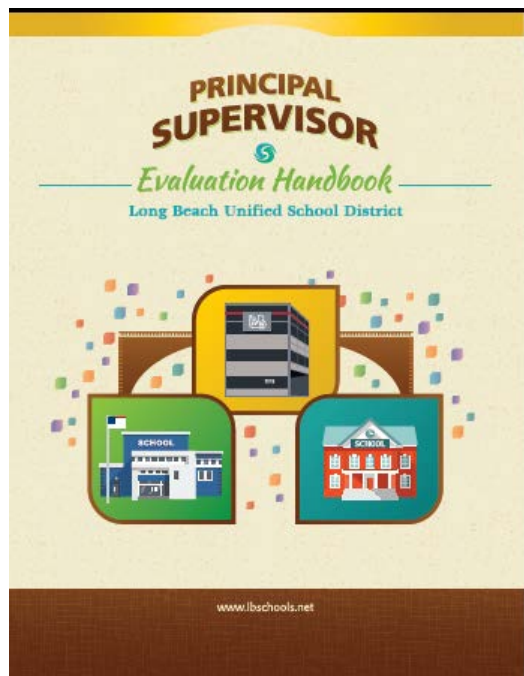
# From Model Standards to Implementation




# Shifting the role of a Principal Supervisor

- Standards & Indicators to create 'systemness'
  - Role definition, performance expectations & evaluation system
- Coaching methodology and support
- Feedback from Principals
- Pipeline Program Development





 Long Beach Unified Principal Supervisor Framework & Rubric		
Domain	Standards	Indicators
Principal Development	Teaching and Supports for Student Learning	<ul style="list-style-type: none"> <li>Continually assess the quality and alignment of curriculum, instruction, and assessment at the school level</li> <li>Support effective teacher and staff supervision and evaluation practices ensuring teachers and other staff receive actionable feedback and participate in a quality evaluation process</li> <li>Identify specific and actionable steps for instructional improvement</li> </ul>
	Coaching and Feedback	<ul style="list-style-type: none"> <li>Monitor their use of time to ensure they are spending the majority of it in schools observing principals and developing principal practice</li> <li>Use evidence from a variety of sources to assess current levels of principals' practice, target areas for professional learning, and differentiate supports based on the needs of the principal and the school</li> <li>Provide purposeful, timely, goal-aligned, and actionable feedback to principals through formal principal evaluation structures and informal supervision and coaching methods</li> </ul>
	Coherence, Strategy, and Planning	<ul style="list-style-type: none"> <li>Support principals in developing school-level goals and plans aligned to district vision, goals, and strategies</li> <li>Communicate and support the implementation of the vision, goals, and strategies of the system with all stakeholders</li> <li>Coach principals to design effective school-level systems for improving teaching and learning, building strong school cultures, and efficiently managing operations</li> </ul>
	Professional Learning and Collaboration	<ul style="list-style-type: none"> <li>Establish and sustain effective collaboration and professional learning across principals and schools to provide peer feedback and promote innovative thinking</li> <li>Participate in the design and delivery of high-quality principal professional learning sessions aligned to identified needs</li> </ul>
Personal Development	Professionalism and Personal Growth	<ul style="list-style-type: none"> <li>Collaborate and develop consistent practice to advance their work as a unified K-12 principal supervisor team</li> <li>Continuously improve their leadership practice on behalf of principals</li> <li>Explicitly model professionalism, positive intentions, and community engagement when working with principals</li> </ul>
System Development	Advocacy and Support	<ul style="list-style-type: none"> <li>Advocate for resources to support school needs based on observations and school plans</li> <li>Connect principals to central office resources and personnel in ways that support principals' work</li> <li>Collaborate with central office staff to improve instruction across schools</li> <li>Provide input on the effectiveness of the central office systems for supporting schools</li> </ul>
Equity	Environment and Equity	<ul style="list-style-type: none"> <li>Monitor that all students and stakeholders are treated fairly and equitably at each school</li> <li>Support principals in developing school communities that meet the diverse cultural and learning needs of each student</li> <li>Within each school, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status</li> </ul>





# LEADERSHIP DEVELOPMENT PIPELINE PROGRAMS

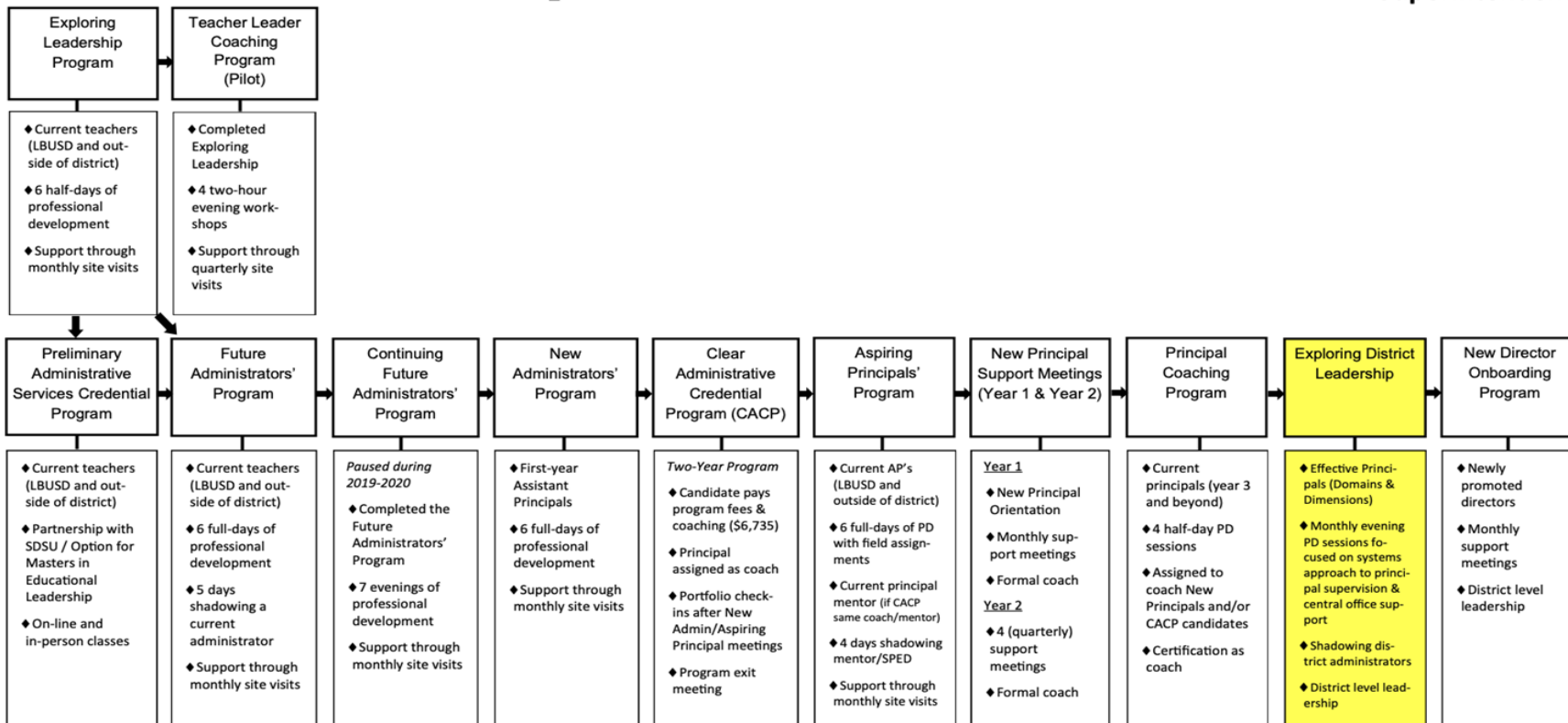


Teacher  
Leader

Assistant Principal

Principal


Assistant  
Superintendent



# Extending the Pipeline

## Exploring District Leadership Program

- Distinguished Principals
- System level experiences and exposure
- Coaching through a new lens
- Shadowing & Reflections
- Perception Data
- Group Project




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


## Exploring District Leadership Program

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**2019-2020 Professional Development**



**LEADERSHIP DEVELOPMENT PIPELINE PROGRAMS**



### 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

### 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.lbuschools.net](http://www.lbuschools.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, 4<sup>th</sup> Floor  
1515 Hughes Way  
Long Beach, CA 90810  
Phone (562) 997-8328

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# Taking Coaching to Scale

- Coaching based evaluation systems
- LBUSD Coach Professional Development
- “Coaching the Coaches”



# The Principal Supervisor PLC

- LBUSD Lab Day 4.0
- Collaboration & Planning
- Planning Retreats
- Executive Coaching

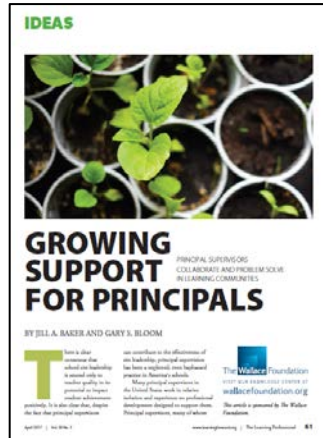
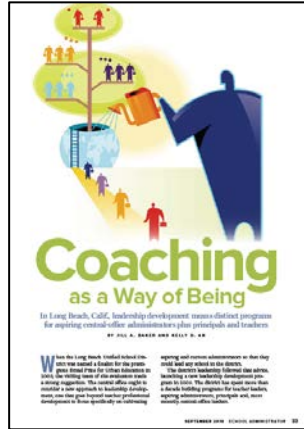
 <b>LBUSD Principal Supervisor PLC</b> 2019-2020	
<b>Mission:</b>	
Develop a culture of trust and collaboration as a unified K-12 PS PLC in order to build the capacity of members to support site leaders in closing the opportunity gap for marginalized and underserved students.	
<b>Vision:</b>	
Every member an engaged, inspired, and courageous equity-oriented leader.	
<b>Objectives (working to achieve):</b>	
<ol style="list-style-type: none"><li>1. Build our individual and collective capacity as leaders for equity to be able to effectively develop, coach and evaluate principals to identify and address issues of equity. <i>(Principal Dev: C&amp;F) (Personal Dev) (Equity)</i></li><li>2. Develop consistent instructional practices across levels anchored in the Understandings Continuum. <i>(Principal Dev: TSSL) (Equity)</i></li><li>3. Analyze the impact of key strategies to close the opportunity gap through the analysis of key school and level data. <i>(Principal Dev: CS&amp;P) (Equity)</i></li><li>4. Participate in a quarterly PS protocol to monitor and identify key achievement gap data to inform level action plans. <i>(System Development) (Equity)</i></li><li>5. Build individual and collective capacity as leaders for equity. <i>(Personal Dev) (Equity) R</i></li></ol>	
<b>Meeting Norms and Conditions</b>	
<b>Stable Norms:</b> <ul style="list-style-type: none"><li>• Equity of voice</li><li>• Be present and stay engaged (including technology)</li><li>• Assume positive intentions</li><li>• Seek to understand before being understood</li><li>• Vulnerability, confidentiality - speak your truth</li><li>• Enjoy the group - appropriate sense of humor</li><li>• Experience discomfort and expect/accept non-disclosure when appropriate</li><li>• Contribute to PS PLC meeting agendas through input and leadership</li><li>• Maintain confidentiality that "honors" the group</li></ul>	<b>Learning Conditions:</b> <ul style="list-style-type: none"><li>• Create/provide opportunities and/or structures for everyone to share their voice and participate</li><li>• Take risks and be a public learner</li><li>• Be accountable for your own learning and share accountability for the group's learning</li><li>• Build psychological safety of the group</li><li>• Value and leverage our interconnectedness</li></ul>

# Focusing on Instructional Improvement

- Principal Supervisor as Coach & Evaluator
- Teaching & Learning + Strategy & Planning
  - Time spent together in classrooms
- District processes
  - Collaborative Inquiry Visits
  - Supervision as continuous improvement
  - Collaboration between School Supervision & Curriculum



# Resources from the field





# Questions?

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