

ASCD March 22, 2015

Learning-Focused Partnerships: Principals and Principal Supervisors



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Goals for Today's Session:

- Understand the research on what effective districts do to support principals as instructional leaders.
- Introduce the Principal Support Framework and associated tools.
- Share the effective practices of principal supervisors.
- Learn how the Renton Public School system transformed their *principal supervisor* role to develop principals' instructional leadership to improve teaching and learning.



Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.



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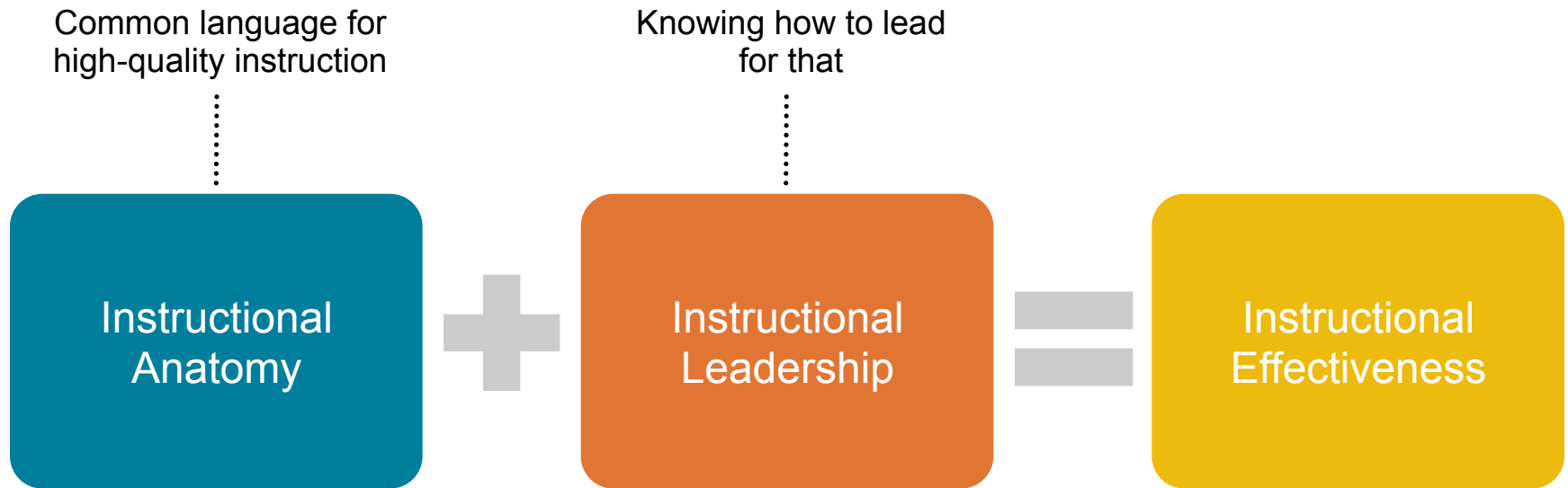


Equity Is a Key Principle of Our Work



Equity

Two-Part Equation



The Leadership Challenge

1.

Principals can positively influence classroom instructional practices that, in turn, improve student learning.

2.

Principals currently only devote 3-5 hours per week to activities focused on improving instruction.

3.

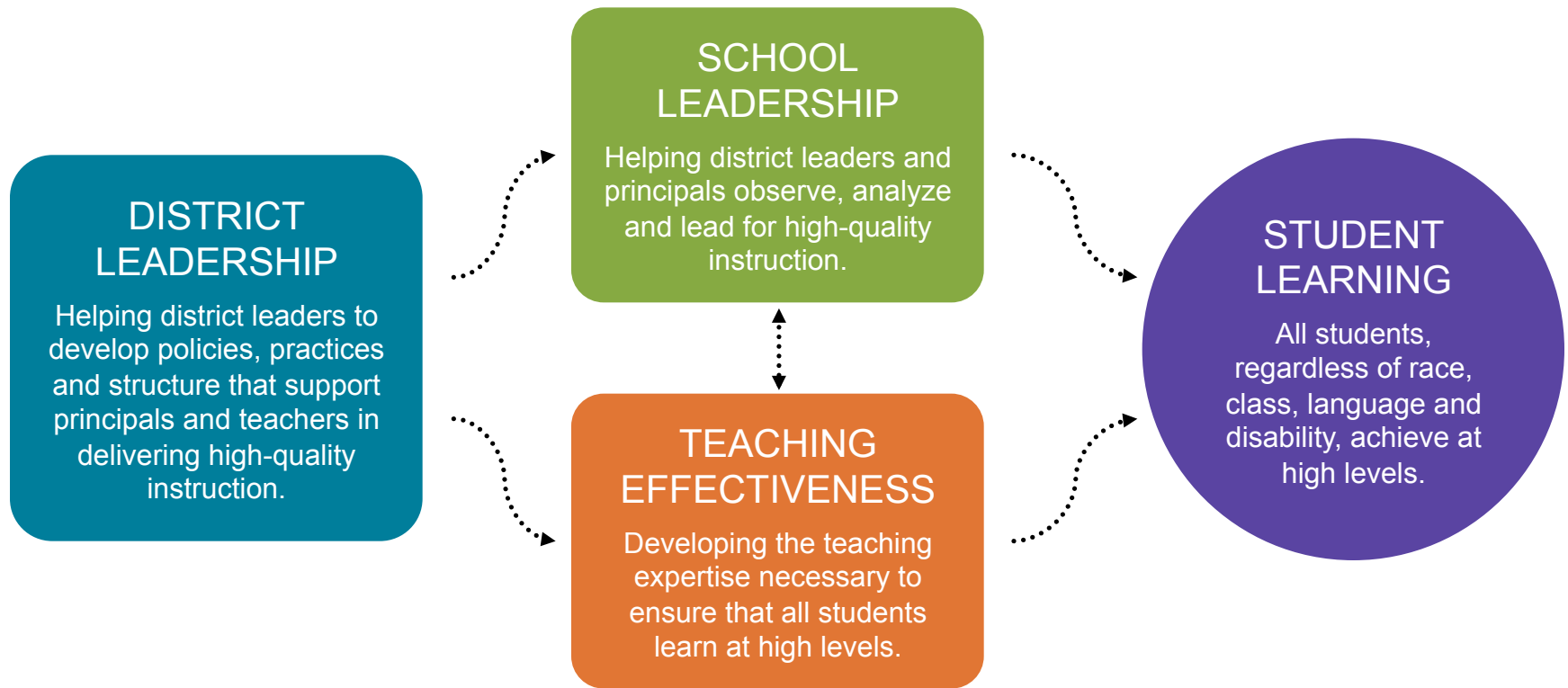
Principal leadership is complex and requires expertise, practice and time.

4.

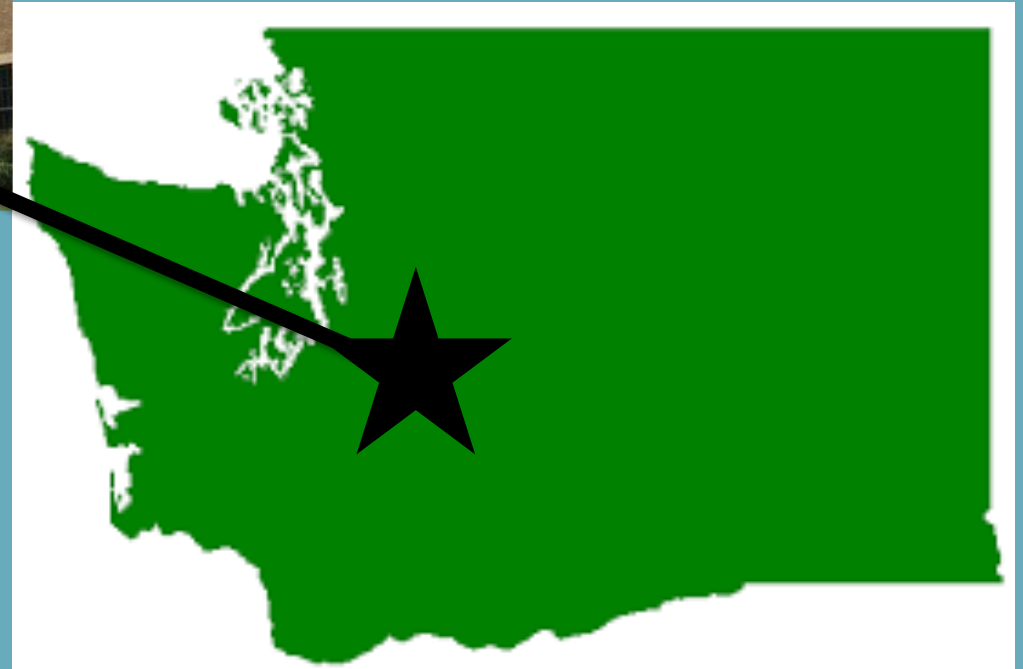
Responsibility to develop expertise must be reciprocal; provide principals with clarity, development and strategic supports.



Getting Alignment Around Instructional Effectiveness



Renton Public Schools

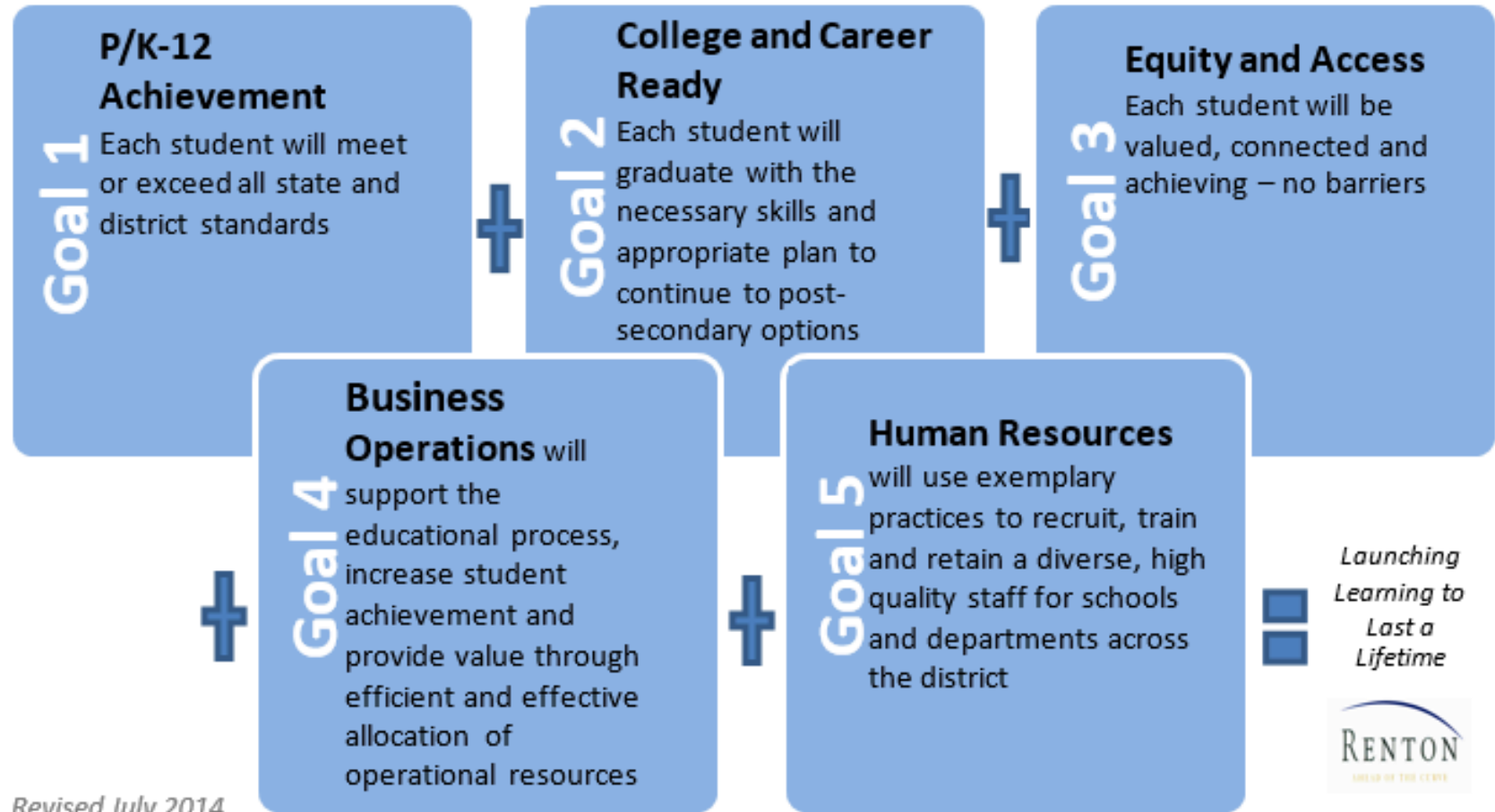


In Renton, It ALL Starts in the Classroom

- Walks throughout the district provided data about the level of instruction across schools.
- We noticed uneven instruction that may or may not have aligned to standards.
- Student achievement data revealed achievement gaps.
- Teachers' supervision and feedback varied across schools.

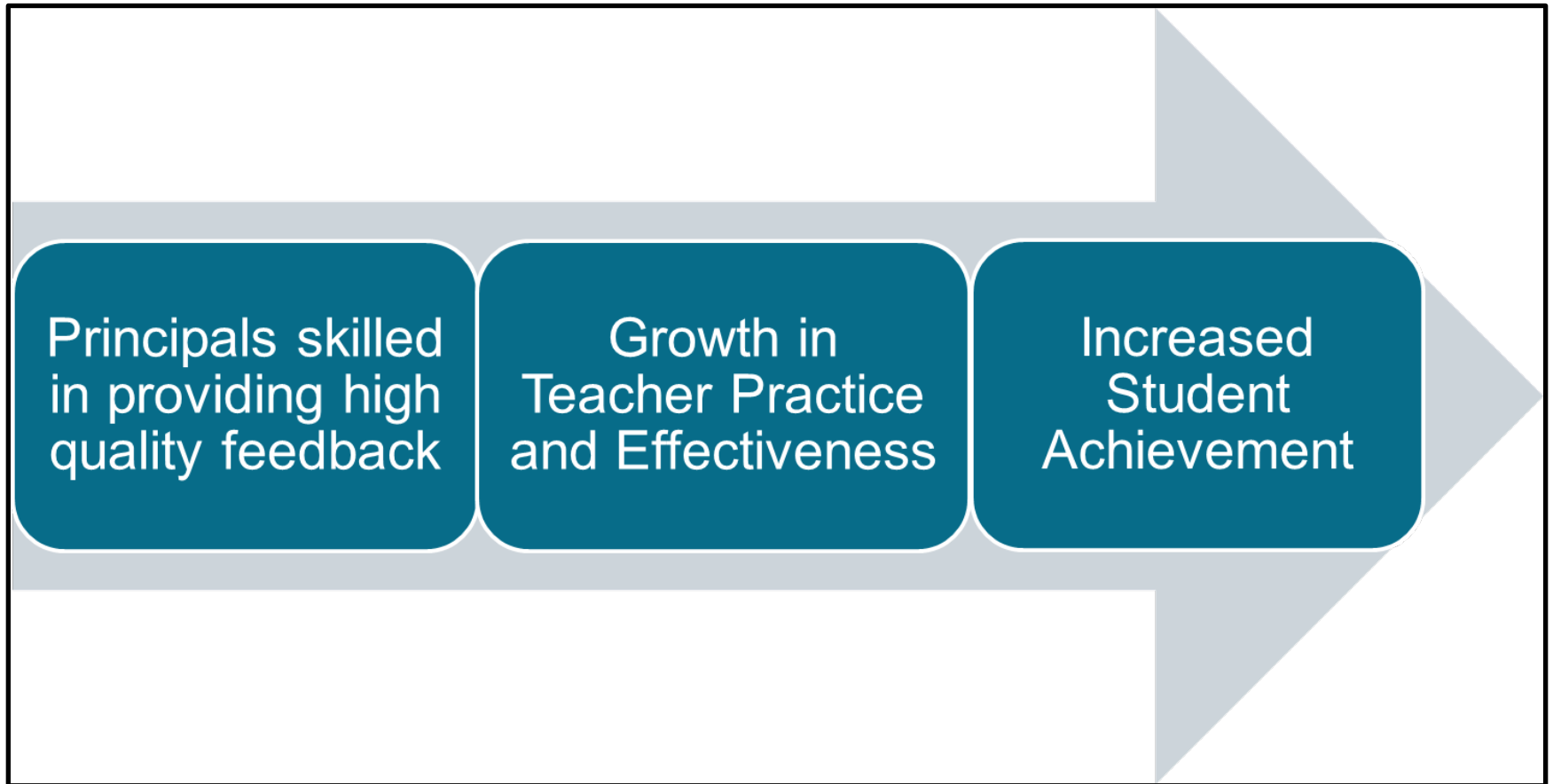


Our District Improvement Plan




Revised July 2014

Our Question: What Will Make the Greatest Difference?



Renton Theory of Action



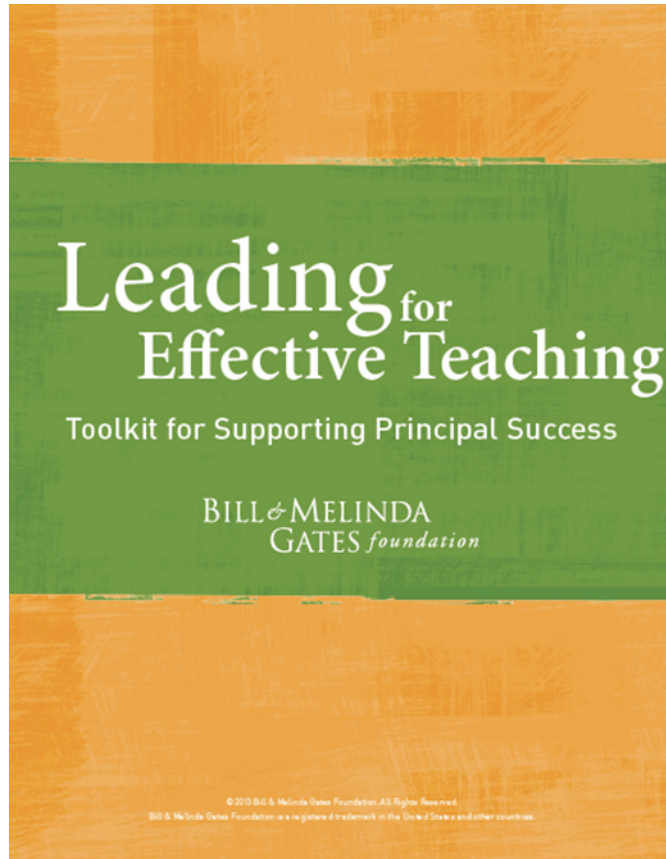
Theory of Action

If **DLT** provides principals and teachers with research based professional learning, tools, and resources

- then **principals** will demonstrate effective leadership by knowing the elements of quality instruction, providing timely and meaningful feedback, and professional learning while holding teachers accountable
- which will support **teachers** in implementing effective and powerful instruction that is aligned with standards while consistently checking for student understanding in order to adjust instruction and provide timely and meaningful feedback to students
- which will ensure **students** learn at high levels and graduate college and career ready



Background



Bill & Melinda Gates Foundation –
Empowering Effective Teaching
Project

11 Sites - 2 Key Questions

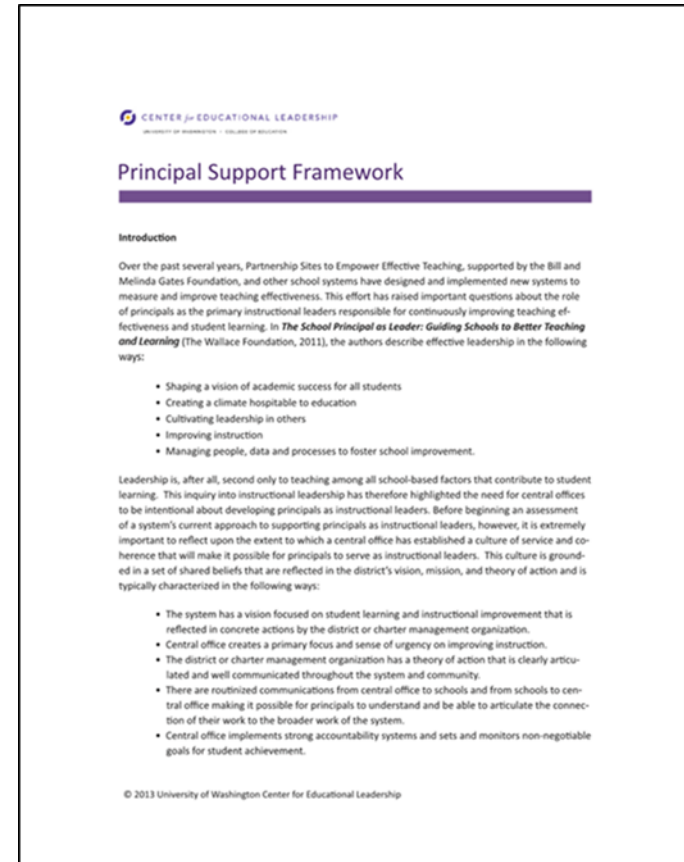
1. How are principals and central office leaders changing how they work to improve teaching performance?
2. What do principals and central office leaders need to know and be able to do to support the improvement of leadership and teaching performance at scale?

The Principal Support Framework

Action Area 1: A Shared Vision of Principals as Instructional Leaders.

Action Area 2: System of Support for Developing Principals as Instructional Leaders.

Action Area 3: Making It Possible for Principals To Be Instructional Leaders.



Action Area 1

Clarify the principal's role as an instructional leader by specifying the high-impact practices for which principals will be accountable.

PSF 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, and it selects and evaluates principals based primarily on whether they can successfully execute those practices.

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.
- Guides the work of the principal supervisor.

Defining and Prioritizing Leadership Practices

KEY QUESTIONS: In our school system...

- What are the high-priority leadership practices we will expect of all principals?
- What is our evidence base for identifying these practices?
 - External: published research.
 - Internal: practices of our most successful principals.
- Who will be involved and how will we reach consensus?

Operationalizing Leadership Practices

KEY QUESTIONS: In our school system...

- Why is this leadership practice important? How exactly does it increase teaching effectiveness?
- What does a particular practice look like when executed effectively?
- How do we capture, describe and communicate that?
- How do we help principals and central office leaders “calibrate” so they share a common understanding of effective leadership practice?

District Assessment of Action Area 1

Refer to pages 2-5 of the Principal Support Framework Planning Template and assess your district's current state.





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Discussion

- What do you notice about the polling data?
- Why do you think this is the case?
- What is a possible next step in your district?



Renton Instructional Leaders



Principals will need to be able to...

**Know deeply the elements of quality instruction
(Danielson and Vision of Instruction)**

Provide timely, specific, meaningful, bite-sized feedback

**Use data to drive instruction at all levels, classroom,
grade level, department and school-wide**

**Provide effective and differentiated professional learning
opportunities for staff**

**Establish and maintain a vision for and culture of high
expectation for staff and students**



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Using the Evaluation Process to Support Instructional Leadership

The Eight Evaluation Criteria

1. *Creating a Culture*
2. *Ensuring School Safety*
3. *Planning with Data*
4. *Aligning Curriculum*
5. *Improving Instruction*
6. *Managing Resources*
7. *Engaging Communities*
8. *Closing the Gap*



Renton High Leverage Principal Practices

1. Establishes and maintains a mission and vision focused on shared goals and a culture of high expectations for all students. **AWSP Criterion 1**

2. Ensures high yield pedagogical strategies and rigorous standards-based instructional materials and assessments tied to standards are utilized in all classrooms. **AWSP Criterion 5**

3. Uses relevant data to design, implement and evaluate an aligned school improvement plan that drives continuous improvement (ensures effective core instruction, interventions and extensions). **AWSP Criterion 3**

4. Strategically manages resources to support all student learning and staff development priorities. **AWSP Criterion 6**

5. Manager of Talent: Increases teacher effectiveness through professional learning and rigorous supervision and evaluation. **AWSP Criterion 5**

6. Manager of Talent: Recruits, hires, assigns and retains effective staff. **AWSP Criterion 6**

7. Utilizes culturally competent leadership to ensure equity and access for students and adults. **AWSP Criteria 1 & 8**



Action Area 2

Develop principals' instructional leadership practices through job-embedded supports that build expertise.

PSF ACTION AREA 2

A System of Support for Developing Principals as Instructional Leaders

The school system has created a system of supports for principals, at the forefront of which are dedicated central office leaders — “Instructional Leadership Directors” (ILDs)¹ — who are responsible for helping principals grow as instructional leaders.



Moving Forward with Action Area 2 Requires



1. Shift in the role of the principal supervisor to a primary role of improving principal performance through teaching and coaching.
2. A broader system of support for strengthening leadership practices (with the principal supervisor at the forefront).



Develop Principal Supervisor Expertise

As leaders of leader learning, principal supervisors need sophisticated sets of knowledge and skills.

- 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.

Practices of Effective Principal Supervisors

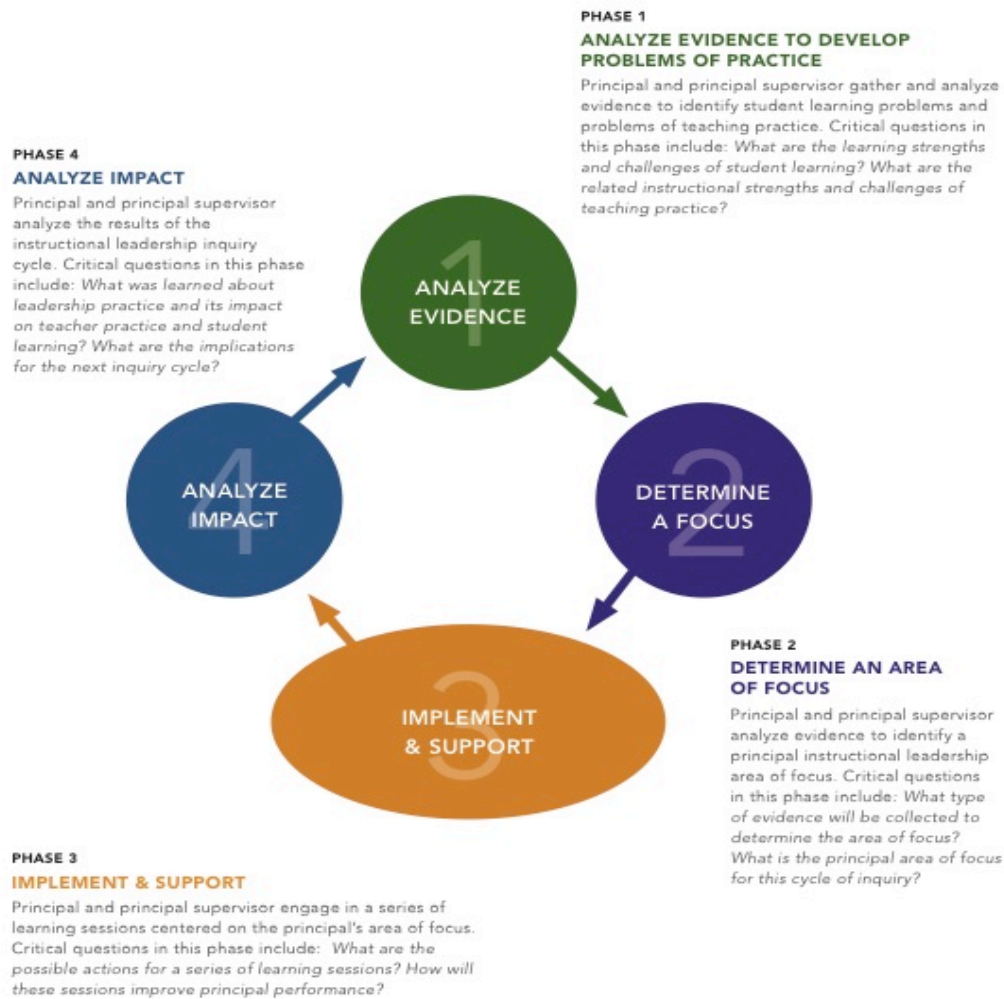
- Work one-on-one with principals to grow their instructional leadership capacity.
- Develop principal professional learning networks that support principals' growth as instructional leaders.
- Provide and broker professional development for principals based on individual and group learning needs.
- Collaborate with others in the central office to support principals as instructional leaders.
- Utilize a principal evaluation process to support principals' growth as instructional leaders.

Other Practices

- Prioritize time to focus on principal instructional leadership.
- Collaborate with principal supervisor colleagues to ensure coherent support to all principals.
- Reflect on practice, set improvement goals and measure progress towards those goals.



Instructional Leadership Inquiry Cycle



District Assessment of Action Area 2

Refer to pages 7-12 of the Principal Support Framework Planning Template and assess your district's current state.





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Discussion

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Area Instructional Chiefs



AIC will need to be able to...

Know deeply the elements of quality instruction and leading for instructional improvement

Provide timely, specific, meaningful, bite-sized feedback

Use data to coach principals for instructional improvements

Provide effective and differentiated professional development for principals

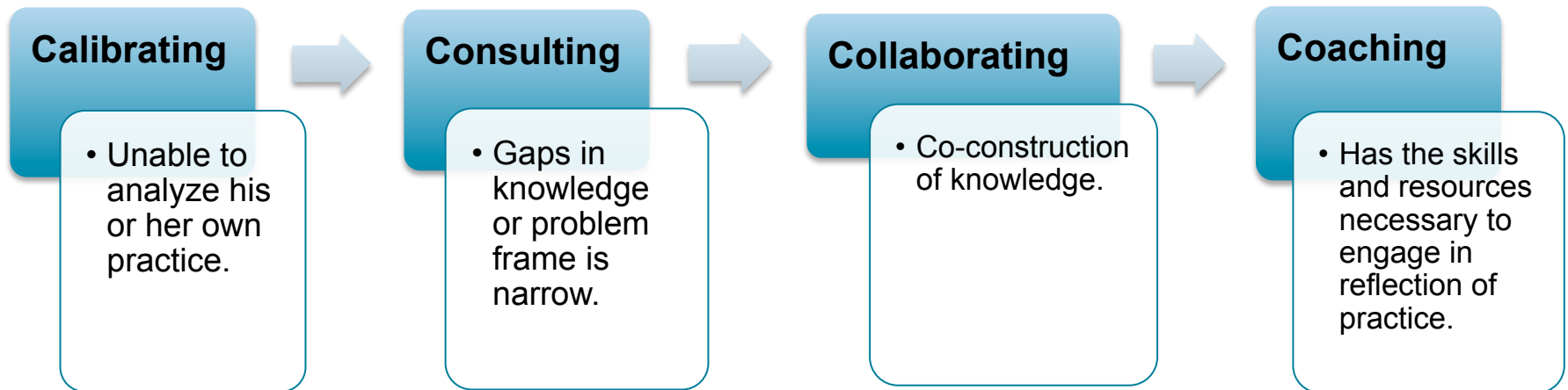
Facilitate effective building based visits in service of principal goals (area of focus)

Intentionally and skillfully navigate between supervisory stances (calibrating, consulting, coaching and collaborating)

Renton Practices for Area Instructional Chiefs

- Area Instructional Chiefs in classrooms three days a week.
- AICs develop and utilize common school visit protocols.
- AICs provide written summary of their visit within 48 hours.
- Each AIC has 8-10 schools.
- AIC supervisor observes the practices of AICs in the field.
- Twice a month PLC focused on learning and growing AIC practice.

Supervisor Stance

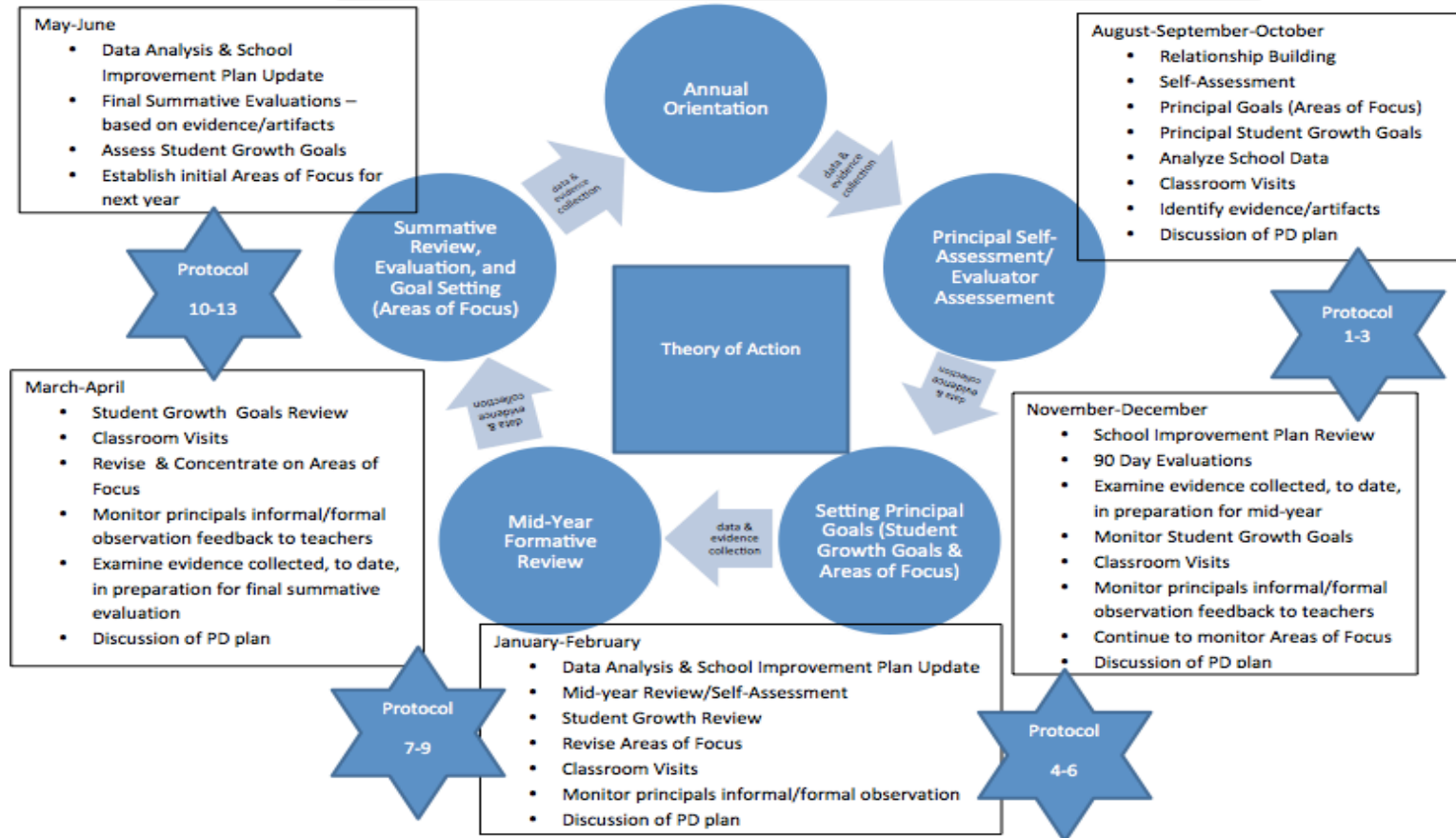


Lipton, L., & Wellman, B. (2013). *Learning-focused Supervision: Developing Professional Expertise in Standards-driven Systems*. MiraVia.

Renton's Roadmap

Renton Principal and Assistant Principal Evaluation Cycle

This cycle of evaluation illustrates the "growth" nature of this model. Also, the ongoing nature of data and evidence collection throughout the cycle is embedded in this model.



Action Area 3

Enable principals to succeed as instructional leaders by providing sufficient time and strategic supports to perform the job well.

PSF ACTION AREA 3

Making it Possible for Principals to Be Instructional Leaders

The school system has made it possible for instructional leadership to be the primary job of principals.

Doing Less of the Rest; Working Efficiently

- Reducing administrative burdens.
- Helping principals perform tasks more efficiently.
- Enhancing building-level staff capacity for day-to-day operations.
- Helping principals schedule and defend time for the instructional leadership practices.



Action Area 3 Litmus Test

Can the school system show principals examples of calendars that accommodate all of the leadership practices prioritized in Action Area 1?

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30	Email	Email	Email	Email	Email
7:00	Arrival	Arrival	Arrival	Arrival	Arrival
7:30	Arrival	Arrival	Arrival	Arrival	Arrival
8:00			Parent Office Hours	Observation 9	
8:30	Observation 1 and 2	Admin Team Mtg.			
9:00		Admin Team Mtg.	Meet with Anderson	Meet with Maxfield	Observation 10
9:30	Meet with Jones		Observation 7	Meet with Dotson	
10:00		Observation 4 and 5			Meet with Lopez
10:30	Observation 3	Meet with Fink	Meet with Al Rashid		
11:00				Meet with Supervisor	
11:30	Lunch	Lunch	Lunch	WORK TIME	Lunch
12:00				WORK TIME	
12:30				WORK TIME	
1:00	Meet with Allen	Observation 6			
1:30	Meet with Fink	Meet with Boyd	Observation 8	PD	
2:00					
2:30			Math PLC		
3:00					
3:30	Leadership Team	Office Hours – Staff (weeks 2&4) Committee Meeting (weeks 1&3)	Dismissal EMAIL	Email Weekly Memo to staff	Email
4:00	Leadership Team		Email	Work Time	Calendar Review Schedule for next week
4:30	Email	Email		Work Time	
5:00	Work Time	Work Time		Work Time	

Reflection and Evaluation

Given what you learned today and your assessment of the current reality in your district, what are your highest-leverage next steps?



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Teaching effectiveness is the biggest lever for closing the achievement gap.

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Explore the 4 Dimensions of Instructional Leadership™

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Use the Principal Support Framework's 3 Action Areas

GET IT NOW →

Successful Students Need Outstanding Teachers. Effective Leaders Make That Happen.

The Center for Educational Leadership helps districts close the achievement gap through effective instruction. But teachers can't do it alone; both school and district leaders have to create a culture of learning and support for teachers to excel. Our nationally recognized experts, working with research-based methods, help all levels of a school system improve achievement for all students.

Discover CEL's Coordinated Approach to Student Learning



TEACHING EFFECTIVENESS

Developing the teaching expertise necessary to ensure that all students learn at high levels.



SCHOOL LEADERSHIP

Helping district leaders and principals observe, analyze and lead for high-quality instruction.



DISTRICT LEADERSHIP

Helping district leaders to develop policies, practices and structures that support principals and teachers in delivering high-quality instruction.



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“The chance to be coached as an instructional leader is one of the best things that ever happened to me professionally.”

Charles Ransom
Superintendent and Former Principal
Woodburn School District, Oregon



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