

ASCD March 22, 2015

Learning-Focused Partnerships: Principals and Principal Supervisors







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Karen Cloninger Center for Educational Leadership



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.





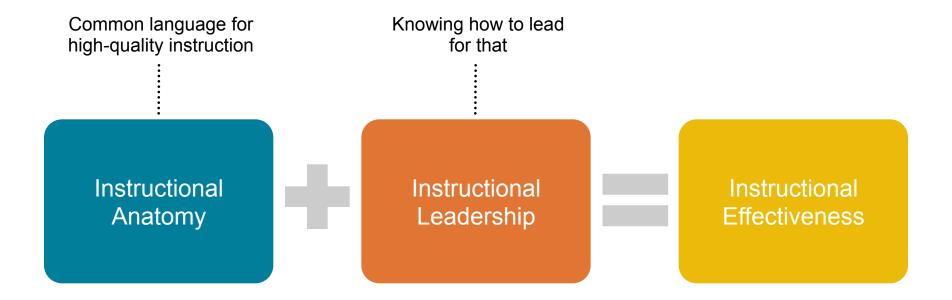
Equity Is a Key Principle of Our Work

| Equal Outcomes | | |
|------------------------------|------|--|
| Fairness | | |
| Access and Support | Edui | |
| Respect for Differences | | |
| Achievement of Every Student | | |





Two-Part Equation





The Leadership Challenge

- Principals can positively influence classroom instructional practices that, in turn, improve student learning.
- Principals currently only devote 3-5 hours per week to activities focused on improving instruction.
- Principal leadership is complex and requires expertise, practice and time.
- Responsibility to develop expertise must be reciprocal; provide principals with clarity, development and strategic supports.



Getting Alignment Around Instructional Effectiveness

DISTRICT LEADERSHIP

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

SCHOOL LEADERSHIP

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

TEACHING EFFECTIVENESS

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

STUDENT LEARNING

All students, regardless of race, class, language and disability, achieve at high levels.







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

P/K-12 Achievement

Each student will meet or exceed all state and district standards

College and Career Ready

graduate with the necessary skills and appropriate plan to continue to post-secondary options

Equity and Access

Each student will be valued, connected and achieving – no barriers

Business

Operations will

support the
educational process,
increase student
achievement and
provide value through
efficient and effective
allocation of
operational resources

Human Resources

will use exemplary
practices to recruit, train
and retain a diverse, high
quality staff for schools
and departments across
the district





Revised July 2014





Our Question: What Will Make the Greatest Difference?

Principals skilled in providing high quality feedback

Growth in **Teacher Practice** and Effectiveness

Increased Student **Achievement**





Renton Theory of Action



Theory of Action

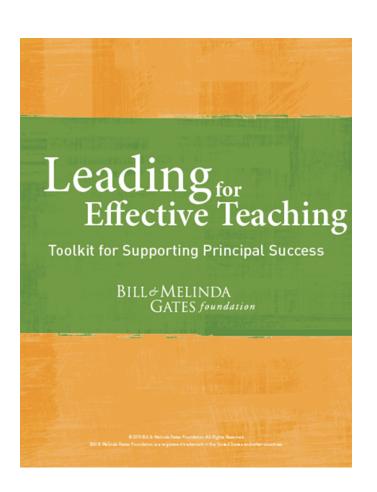
If DLT provides principals and teachers with research based professional learning, tools, and resources

- 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.



Principal Support Framework

Introductio

Over the past several years, Partnership Sites to Empower (Efective Teaching, supported by the Bill and Melinda Gates Foundation, and other school systems have designed and implemented new systems to measure and improve teaching effectiveness. This effort has raised important questions about the role of principals as the primary instructional leaders responsible for continuously improving teaching effectiveness and sudent learning. In The School Principal as Leaders: Guiding Schools to Better Teaching and Learning (The Wallace Foundation, 2011), the authors describe effective leadership in the following ways:

- Shaping a vision of academic success for all students
- Creating a climate hospitable to education
- Cultivating leadership in others
- Improving instruction
- · Managing people, data and processes to foster school improvement

Leadership is, after all, second only to teaching among all school-based factors that contribute to student learning. This inquiry into instructional leadership has therefore highlighted the need for central offices to be intentional about developing principals as instructional leaders. Before beginning an assessment of a system's current approach to supporting principals as instructional leaders, however, it is extremely important to reflect upon the extent to which a central office has established a culture of service and or herence that will make it possible for principals to serve as instructional leaders. This culture is grounded in a set of shared beliefs that are reflected in the district's vision, mission, and theory of action and is typically characterized in the following ways:

- The system has a vision focused on student learning and instructional improvement that is reflected in concrete actions by the district or charter management organization.
- Central office creates a primary focus and sense of urgency on improving instruction.
- The district or charter management organization has a theory of action that is clearly articulated and well communicated throughout the system and community.
- There are routinized communications from central office to schools and from schools to central office making it possible for principals to understand and be able to articulate the connection of their work to the broader work of the system.
- Central office implements strong accountability systems and sets and monitors non-negotiable goals for student achievement.

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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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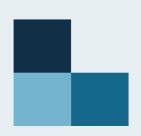
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Discussion

- 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





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

- Establishes and maintains a mission and vision focused on shared goals and a culture of high expectations for all students. AWSP Criterion 1
- Ensures high yield pedagogical strategies and rigorous standards-based instructional materials and assessments tied to standards are utilized in all classrooms. AWSP Criterion 5
- 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
- Strategically manages resources to support all student learning and staff development priorities. AWSP Criterion 6
- Manager of Talent: Increases teacher effectiveness through professional learning and rigorous supervision and evaluation. AWSP Criterion 5
- Manager of Talent: Recruits, hires, assigns and retains effective staff. AWSP Criterion 6
- 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



- 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 <u>leadership practices</u>, 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

ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE Principal and principal supervisor gather and analyze evidence to identify student learning problems and problems of teaching practice. Critical questions in this phase include: What are the learning strengths PHASE 4 and challenges of student learning? What are the ANALYZE IMPACT related instructional strengths and challenges of Principal and principal supervisor teaching practice? analyze the results of the instructional leadership inquiry cycle. Critical questions in this phase include: What was learned about ANALYZE leadership practice and its impact EVIDENCE on teacher practice and student learning? What are the implications for the next inquiry cycle? ANALYZE DETERMINE IMPACT A FOCUS PHASE 2 DETERMINE AN AREA OF FOCUS IMPLEMENT Principal and principal supervisor analyze evidence to identify a & SUPPORT principal instructional leadership area of focus. Critical questions in this phase include: What type of evidence will be collected to determine the area of focus? PHASE 3 What is the principal area of focus for this cycle of inquiry? **IMPLEMENT & SUPPORT** Principal and principal supervisor engage in a series of





learning sessions centered on the principal's area of focus. Critical questions in this phase include: What are the possible actions for a series of learning sessions? How will these sessions improve principal performance?

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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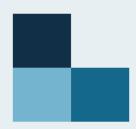
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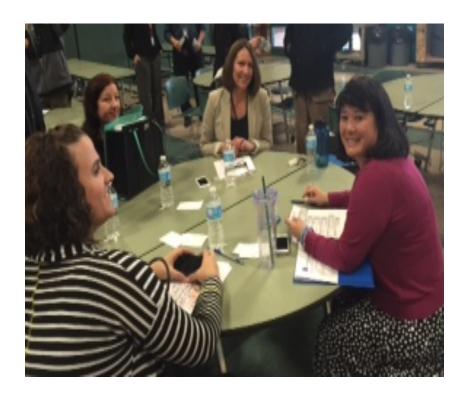




Discussion

- 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?

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)



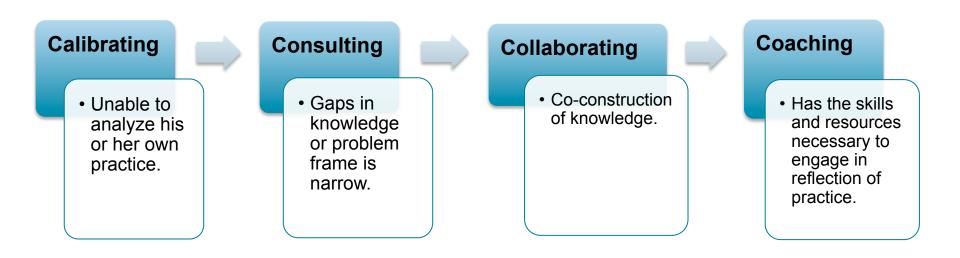


Renton Practices for Area Instructional Chiefs

- 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. May-June August-September-October Data Analysis & School Relationship Building Improvement Plan Update Self-Assessment Annual Final Summative Evaluations -Principal Goals (Areas of Focus) Orientation based on evidence/artifacts Principal Student Growth Goals Assess Student Growth Goals Analyze School Data Establish initial Areas of Focus for Classroom Visits next year Identify evidence/artifacts Summative Discussion of PD plan **Principal Self-**Review, Assessment/ Evaluation, and Protocol Evaluator Goal Setting Assessement 10-13 (Areas of Focus) Protocol 1-3 Theory of Action March-April November-December Student Growth Goals Review School Improvement Plan Review Classroom Visits Revise & Concentrate on Areas of 90 Day Evaluations Examine evidence collected, to date, Setting Principal in preparation for mid-year Monitor principals informal/formal Mid-Year data & Goals (Student Monitor Student Growth Goals observation feedback to teachers Formative **Growth Goals &** collection Review Classroom Visits Examine evidence collected, to date, Areas of Focus) Monitor principals informal/formal in preparation for final summative observation feedback to teachers evaluation Continue to monitor Areas of Focus Discussion of PD plan January-February Discussion of PD plan Data Analysis & School Improvement Plan Update Mid-year Review/Self-Assessment Protocol Student Growth Review Protocol Revise Areas of Focus Classroom Visits 4-6 Monitor principals informal/formal observation Discussion of PD plan





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?



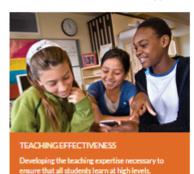


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Helping district leaders to develop policies, practices and structures that support principals and teachers in delivering high-quality instruction.









