

Principal Support Framework

VERSION 2.0

The Principal Support Framework describes key actions of central offices that effectively support principals as instructional leaders. Based upon a broad understanding of how principals work to improve teaching and learning at scale, this framework provides guidance so that central office leaders can do the following:

- Develop a vision of what it means to support principals.
- Assess and determine strengths and next steps in their school system’s approach to supporting principals as instructional leaders.
- Surface technical assistance needs.
- Highlight areas for inquiry and next-stage policy development.

ACTION AREA	THE VISION	GUIDING QUESTIONS
<p>Action Area 1: A Shared Vision of Principals as Instructional Leaders</p> <p>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.</p> <p>Goal: Principals understand the school system’s expectations for their roles and effective practices as school instructional leaders. These expectations guide the work principals perform day to day, and the practices can be sustained over time.</p>	<ul style="list-style-type: none"> • High-priority practices of instructional leaders drive the day-to-day work of principals. • High-priority practices of instructional leaders drive the professional development of principals. • School system leaders understand and communicate both broadly and uniformly the vision of instructional leadership. • Principals are hired based on criteria and processes aligned to the research-based practices of instructional leadership. • Principals assess and measure their own performance in relation to high-priority instructional leadership practices defined by their district. • Personnel decisions are determined by principal performance measures in alignment with high-priority instructional leadership practices. 	<ol style="list-style-type: none"> 1. In what ways do high-priority instructional leadership practices drive principal goal setting and professional development? 2. To what extent is principal evaluation driven by researched-based practices? 3. How do high-priority instructional leadership practices guide candidate acceptance into the principal hiring pipeline and the selection and placement of principals? 4. How do principals and supervisors access data on principal performance in relation to high-priority instructional leadership practices? 5. How does principal performance in relation to high-priority instructional leadership practices impact retention and career ladder opportunities for principals? 6. To what extent do principals’ calendars reflect an emphasis on high-priority instructional leadership practices? 7. In what ways do school system leaders communicate the role of principals as instructional leaders?

ACTION AREA	THE VISION	GUIDING QUESTIONS
<p>Action Area 2: A System of Support for Developing Principals as Instructional Leaders</p> <p>The school system has created a system of differentiated and targeted support to develop principals' growth as instructional leaders.</p> <p>Goal: Principals have the skills, tools and support that they need to grow and successfully apply the system's high-priority instructional leadership practices.</p>	<ul style="list-style-type: none"> • Principals receive the tools, targeted professional development and other support they need to apply the high-priority instructional leadership practices into their day-to-day work as instructional leaders. • Principals work with principal supervisors able to provide differentiated support through teaching, modeling and coaching. • Principals have ownership for driving and prioritizing their own growth and improvement as instructional leaders. • The work of principal supervisors, staff providing professional development, and others supporting principal growth is coordinated and tightly aligned to developing principals as instructional leaders. • Principals are engaged in collaboration with other principal colleagues to improve practice and rely on each other as support and resources. 	<ol style="list-style-type: none"> 1. To what extent do principals receive differentiated support focused on their development as instructional leaders? 2. How does the school system ensure that principal supervisors have the requisite skills and disposition to support principals' growth as instructional leaders? 3. To what extent do principals have frequent opportunities to access and utilize each other as resources for learning and performance improvement? 4. In what ways do principals have access to quality professional development tools and resources needed to improve their performance? 5. How do principal supervisors collaborate with other central office staff to align systems and resources to support principals as instructional leaders? 6. To what extent is principal supervisor evaluation tied directly to the instructional leadership success of the principals being supported? 7. To what extent are principal supervisors able to prioritize working with principals as the day-to-day focus of their work? 8. To what extent do principal supervisors receive the resources, support and professional development they need to successfully support principals as instructional leaders?
<p>Action Area 3: A Strategic Partnership Between the Central Office and Principals</p> <p>The central office develops systemic solutions that ensure instructional leadership is the primary job of principals.</p> <p>Goal: The central office delivers effective, integrated support and services that increase the ability of principals to successfully lead their schools.</p>	<ul style="list-style-type: none"> • Schools receive differentiated and integrated services rooted in an understanding of the needs of each school. • Central office services are designed to anticipate and proactively meet the needs of each school. • Central office relationships with principals add value to the work of the principal and school. • The central office has a culture of continuous improvement and can learn, adapt and respond to the changing needs of schools. • There is an efficiency created by a well-coordinated and defined set of operational systems. 	<ol style="list-style-type: none"> 1. To what extent can central office staff articulate the connection between their work and supporting principals as instructional leaders? 2. How does the central office provide differentiated and integrated service to schools rooted in an understanding of the needs of each school? 3. How do high-priority instructional leadership practices and an underlying theory of action guide decisions about principal responsibility and what responsibilities are streamlined or deprioritized? 4. To what extent are central office teams equipped with the skills and tools to do their jobs? 5. How does the school system invest in developing the skills of central office staff? 6. To what extent are central office staff members empowered to innovate services to better support principals as instructional leaders? 7. How does the central office assess its performance at making it possible for principals to spend the majority of their time focused on instructional leadership?