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Introducing the Principal Support Framework

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About the Presenter

As an associate director, Max Silverman provides leadership for CEL's district leadership work. He joined the Center in 2009, after leading high school reform efforts in the Highline Public Schools (Wash.). As a principal and central office leader, Max successfully led the transformation to a portfolio of high schools focused on sustainable instructional improvement and personalization. Max's central office experience was focused on instructional leadership for ten high schools, particularly in the areas of literacy and math.

Introducing the Principal Support Framework

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
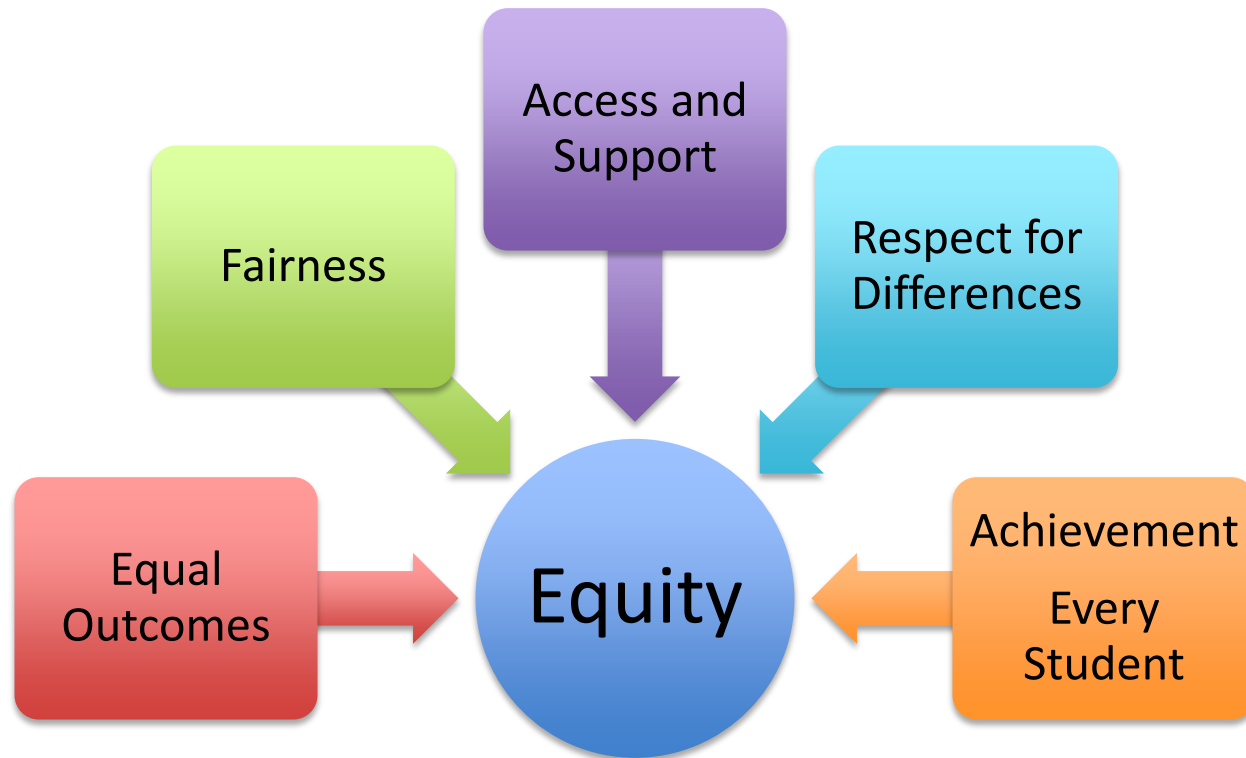
CEL's Approach to Eliminating the Achievement Gap

Central Office Transformation

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

Leadership

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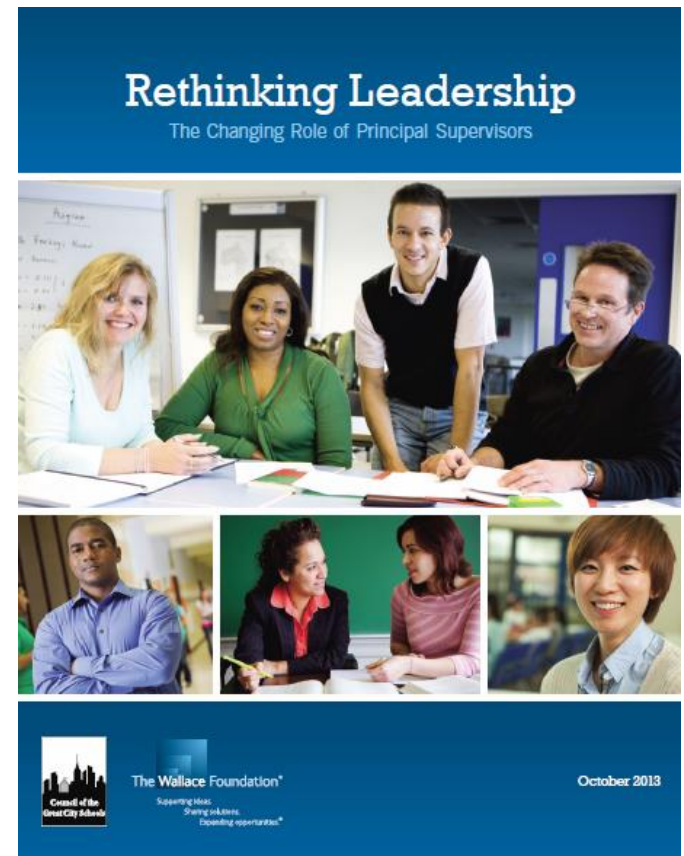
Teaching

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.

Why This Webinar?

→ 75% of principals feel the job has become too complex.

→ 69% of principals say the job responsibilities are very different from just five years ago.

Rethinking Leadership
The Changing Role of Principal Supervisors

The Wallace Foundation

October 2013

Webinar Goal

Familiarize participants with a tool that they can use to assess how well they currently support principals as well as plan next steps for further support.

Background
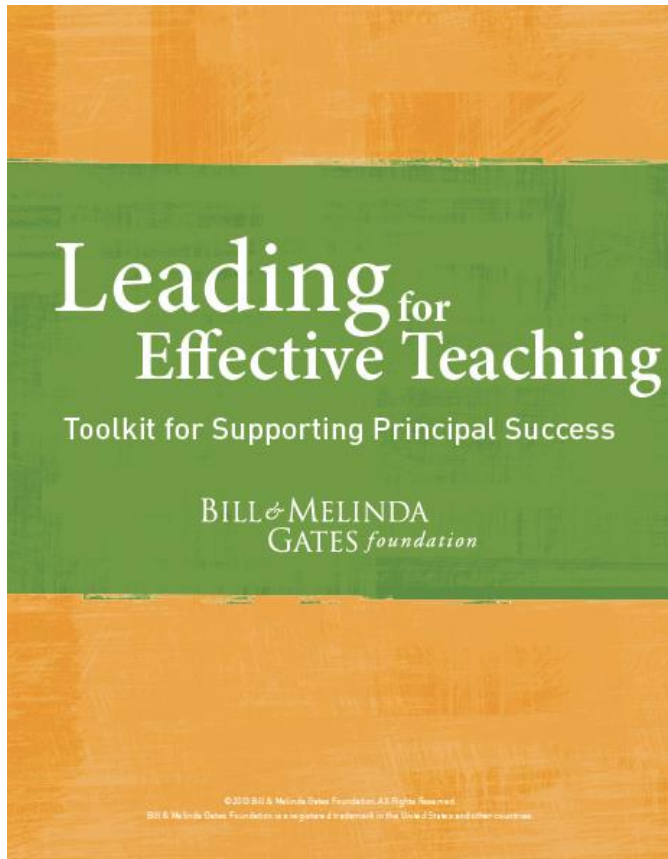
Bill & Melinda Gates Foundation – Empowering Effective Teaching Project

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.

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Principal Support Framework

Introduction

Over the past several years, Partnership Sites to Empower Effective 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 student learning. In *The School Principal as Leader: 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 coherence 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

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.

Clarify the principal's role as an instructional leader by specifying the high-impact practices that will drive their day-to-day work.

Rationale for Action Area 1

→ Principal Evaluation – Necessary and Insufficient

→ Lack of clarity to:

- Guide recruitment, selection, hiring and evaluation

- Serve as the basis for professional learning

- Guide the work of the principal supervisor

- Guide the day-to-day work of principals

Moving Forward with Action Area 1 Requires

→ <u>Defining and Prioritizing</u> Leadership Practices.

→ <u>Operationalizing</u> Leadership Practices.

→ <u>Emphasizing</u> Leadership Practices.

Our district has a clearly defined set of prioritized practices that drives the day-to-day work of principals.

❑ Yes

❑ No

❑ It is a work in progress!

Defining and Prioritizing Leadership Practices

KEY QUESTIONS: In *our* school system…

→ What are the high-leverage leadership practices (power practices) we will expect of all principals?

→ What is our evidence base?

- External: Published research (challenge: Not definitive).

- Internal: Practices of our most successful principals (challenge: Hard/expensive to study systematically).

→ Who will be involved and how will we reach consensus?

4 Dimensions of Instructional Leadership

Instructional Leadership Framework Version 1.0

Dimension	Vision	Guiding Questions
Vision, Mission and Culture Building School leaders, committed to collective leadership, create a reflective, equity-driven, achievement-based culture of learning focused upon academic success for *every* student.	• Through collaboration and shared leadership, staff, students and the school community embrace a vision of academic success for *every* student and work toward clear goals focused on student learning. • School leaders foster a culture of learning, cultural responsiveness and high expectations for every student and every adult. • School leaders create and maintain a results-focused learning environment of continuous improvement that is responsive to individual students' needs and the diversity among the students.	1. What do the school's environment and day-to-day interactions among students, staff and families say about what is valued in the school community? 2. How does the school leadership communicate and drive the school's instructional agenda? 3. How does the school leadership organize the learning environment to respond to cultural and linguistic diversity and the varying learning and social needs of students? 4. How do the school leadership and community use evidence of student success and learning needs to drive collaboration? 5. How does the school leadership encourage leadership within others?

Improvement of Instructional Practice
 	
Based upon a shared vision of effective teaching and learning, school leaders establish a focus on learning; nurture a culture of continuous improvement, innovation and public practice; and monitor, evaluate and develop teacher performance to improve instruction.
	• School leaders use data, evidence and inquiry to analyze student learning as well as to assess both teacher and leadership practice.
	
	• School leaders use a research-based instructional framework to:
	  – Observe teacher practice.
	  – Engage in cycles of inquiry.
	  – Plan individual and collective professional development and coaching needs.
	
	• School leaders use data and evidence of student learning and teacher practice to inform feedback to teachers.
		1. What evidence is there that leadership efforts are resulting in the improvement of teaching practice and student learning?
		
		2. How is leadership distributed to ensure collaboration and collective leadership and that the tasks of instructional leadership are accomplished?
		
		3. What data does the school leadership collect to learn about trends in instructional practice as well as student performance and problems of learning?
		
		4. What is the evidence that among staff there is a shared vision of effective teaching and learning and that the improvement of instructional practice is guided by that vision?
		
		5. What role does a research-based instructional framework play in the observation, analysis, feedback and inquiry about instructional practice?
		
		6. How does the school leadership use monitoring of instruction and evaluation in the improvement of instruction?

Dimension	Vision	Guiding Questions
Allocation of Resources School leaders allocate resources strategically so that instructional practice and student learning continue to improve.	• School leaders use financial resources, time, facilities, technology and partnerships innovatively and equitably to accomplish the goal of powerful teaching and learning for all students. • The principal and leadership team have articulated clear processes and procedures for instructional support. • School leaders use data to make equitable decisions about the allocation of resources.	1. How is the distribution of resources (i.e., time, money, technology, space, materials and expertise) related to improved teaching and learning in this school? What evidence do you have? 2. How do school leaders use instructional coaches, mentors and other teacher leaders to help improve instructional practice? 3. How are decisions made about staff allocation and student interventions to ensure that the varying needs of students are met? 4. How do school leaders use staff time and collaborative structures to drive the instructional program?
Management of People and Processes School leaders engage in strategic personnel management and develop working environments in which teachers have full access to supports that help improve instruction.	• School leaders strategically recruit, hire/retain, induct, support and develop the most qualified staff as well as engage in succession planning. • Instructional leaders employ critical processes such as planning, implementing, advocating, supporting, communicating and monitoring to all leadership responsibilities including curriculum, instruction and school improvement planning. • Instructional leaders create supportive working environments, which include professional development opportunities, time and space for collaboration, and access to professional learning communities.	1. What evidence exists that the school leadership implements strategic efforts to recruit, hire/retain, induct, support and develop the best staff? 2. What data and processes does the school leadership use in planning for instructional and school improvement planning? 3. What evidence exists of the staff's access to professional growth opportunities?

<u>Operationalizing</u> 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 (vs. ineffectively)?

→ 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?

Our district's defined set of prioritized principal practices drives how principals are hired, evaluated and developed.

❑ Yes

❑ No

❑ It is a work in progress!

<u>Emphasizing</u> Leadership Practices

KEY QUESTIONS: In our school system, how does our prioritized list of leadership practices drive:

→ Hiring and placement of principals?

→ Selection into our principal pipeline?

→ Professional development?

→ Evaluation?

<u>Emphasizing</u> Leadership Practices

Principal selection

→ Denver Public Schools: Question bank aligned with DPS School Leadership Framework

Key Indicator from *Framework for Effective School Leadership*	Principal Behaviors	Relevant Interview Questions for Principal Candidates
Instructional Leadership, Indicator IL3: Actively supports teachers in implementing high quality instruction	Leader uses classroom observation data to understand strength and growth areas in school-wide instructional practice and uses the data to guide decisions about school-wide professional development.	"Tell me about a time you observed a teacher and gave him/her feedback to help them improve their instructional practice. Did your efforts result in changes to their practice and/or improvements in their student achievement performance?"

Tools for Action Area 1

CEL's 4 Dimensions of Instructional Leadership™

Denver Public Schools: Principal Candidate Screening Process Learning Walk Protocol

Hillsborough County Public Schools: Comprehensive School Leader Competency Rubric

Located at: www.k-12leadership.org/Action-Area-1

"4 Dimensions of Instructional Leadership" is a trademark of the University of Washington Center for Educational Leadership

Action Area 2

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)* —who are responsible for helping principals grow as instructional leaders.

*Honig et al. define ILDs as executive-level staff who spend as close as possible to 100 percent of their time helping principals grow as instructional leaders by working with principals one on one and in principal networks. (Honig, M. I., et al. (2010, April). Central office transformation for district-wide teaching and learning improvement. A report to the Wallace Foundation. Seattle, WA: The Center for the Study of Teaching and Policy.)

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

Rationale for Action Area 2

→ Traditional supervision and evaluation approaches focus on managing and evaluating, but not developing principals instructional leadership.

→ Important to move from solely supervising to teaching/coaching.

→ Principal professional development often outsourced, topical in nature, led by a variety of departments.

→ Few intensive and intentional job-embedded opportunities to improve instructional leadership skills.

Action Area 2

1. Shift in the role of principal supervisor to a primary role of improving principal's performance through teaching and coaching.

2. A broader system of support for strengthening leadership practices (with principal supervisor at the forefront).

Our district has staff who, on a daily basis, are dedicated to improving principal performance.

❑ Yes

❑ No
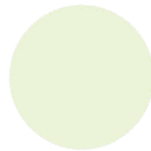
A New Role for Principal Supervisors

→ Teaching and Coaching – Primary Lever.

→ Work 1:1 and with Networks.

→ Differentiated Support.

→ Focus on Principal Performance.

→ Evaluation Based on Quality of Support and Principal Performance.

Supports for Principal Supervisors

→ Why? New kind of central office leadership position requiring different focus and skill set.

→ How? Supports for principal supervisors mirror those for principals in the *Principal Support Framework*:

– **<u>Clarify</u>** - role as supporting principals' growth as effective instructional leaders; select, evaluate based on that.

– **<u>Develop</u>** - knowledge and skills to do the job.

– **<u>Enable</u>** - to focus on principal support in day-to-day work.

Clarify Principal Supervisor Role

Prince George's County Public Schools

→ Developed performance rubric against which PGCPS Instructional Directors can benchmark their practices and set goals for growth.

→ "I felt like it came from the heavens, because it really defined what distinguished practice is for us and what it looks like. The clear descriptors of practice are going to be so beneficial to us."

Develop Principal Supervisor Expertise

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

→ Deep understanding of effective <u>instructional practices</u>.

→ Deep understanding of effective <u>leadership practices</u>, esp. instructional leadership and human capital management.

→ <u>Adult teaching and coaching skills</u> to help principals learn and develop, e.g., working from evidence; working from problems of practice.

Enable Principal Supervisors to Focus on Principal Support

Span of Control: Principals per supervisor.

Bar chart titled with legend: All Sites, Districts, CMOs.

	All Sites	Districts	CMOs
Average	15	19	8
Highest		30	11
Lowest		12	6
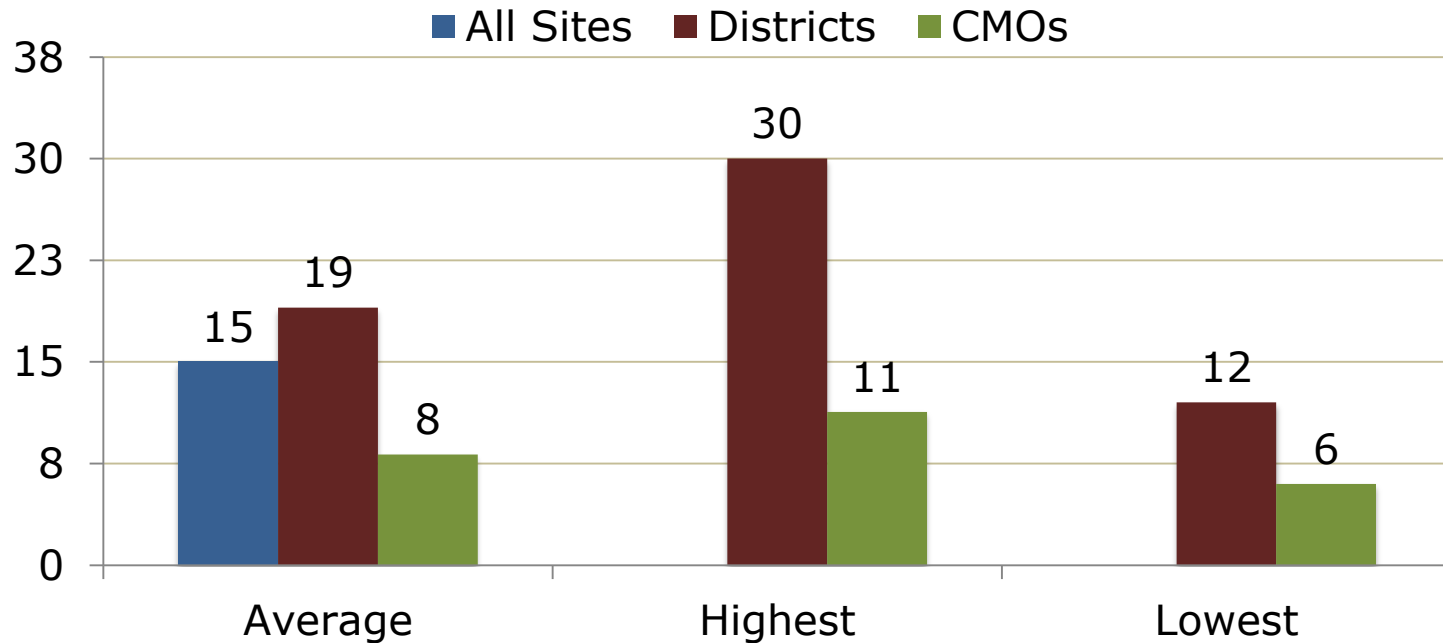
Broader System of Support

1. Primary focus of principal meetings is effective instruction instead of operational concerns.

2. Principal supervisors play a lead role in the design of principal professional development.

3. Deepening principals' knowledge about curriculum and effective teaching practices (calibration-plus).

4. Providing mentors and coaching to new and struggling principals.

Tools for Action Area 2

Prince George's County Public Schools: Instructional Director Leadership Framework

Center for Educational Leadership: Instructional Leadership Director Job Description

Located at: www.k-12leadership.org/Action-Area-2

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.

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

Why Is This Action Area Critical?

"Expectations for the principalship have steadily expanded since the reforms of the early 1980s, always adding to and never subtracting from the job description. One can argue that we have reached a point where the aggregate expectations for the principalship are so exorbitant that they exceed the limits of what might reasonably be expected from one person."

- Michael A. Copland
"The Myth of the Superprincipal"
Phi Delta Kappan, March 2001

Action Area 3 – Big Ideas

1. **Expanding instructional leadership** by sharing responsibility.

2. Doing less of the rest and **working more efficiently**.

Expanding Instructional Leadership

→ Central office support for principals to cultivate and manage strong instructional leadership teams.

- Teacher-leaders

- Instructional coaches

- Other administrators

→ Research shows bigger impact on teaching effectiveness, student learning.

→ Principal as leader of instructional leaders in school.

- Does not diminish principal authority (not "zero sum").

- Support not supplant principals' instructional leadership.

- Extends principals' own instructional leadership reach in building.

Expanding Instructional Leadership

Tulsa Staff Development Teachers:

→ School-based.

→ Formative support, not formal observation.

→ "It allows the principal, by working collaboratively, to take the work with teachers to a deeper level. When you are one principal with 21 teachers, you just can't get to that level alone. You don't have the time."

→ "When I'm in a classroom observing a teacher, I can see if they need help in an area, but I often don't have time to find the resources to help them. She has the time and the resources … to bridge that gap."

Expanding Instructional Leadership

In some sites, teacher-leaders also conduct formal evaluations:

→ Peer Evaluators in Hillsborough and Peer Observers in Denver:

– District-based.

– Rotating special assignment.

→ Instructional Teacher Leader 2 in Pittsburgh:

– Formative support to peers in own schools.

– Formal observations of peers in other schools.

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?

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00am					
:30	Greeting and breakfast	Greeting and breakfast		Greeting and breakfast	Greeting and breakfast
7:00am					
:30	Staff culture check	Morning assembly			Morning assembly
8:00am		Meet Wilson	Meet Bradley		Staff culture check
:30		Meet Vargas	Meet Frint		
9:00am	Observe Wilson, Vargas, Jenkins	Meet Jenkins			
:30					
10:00am			Observe Mitzia, Boykin, Devin		Observe Hoyt, Setles, Palma
:30					
11:00am		Staff culture check			
:30	Lunch	Lunch	Lunch		Lunch
12:00pm	Observe Henry, Bernales, Christian				Meet Bradley
:30		Meet Worrell		Leadership team meeting	Meet Palma
1:00pm	Meeting with principal supervisor	Meet Christian			Meet Setles
:30		Meet Bernales	Meet Boykin		Meet Hoyt
2:00pm		Observe Bradley, Frint, Worrell	Meet Devin		Large-project work time
:30			Meet Mitzia		
3:00pm					
:30			Professional development session	Staff culture check	
4:00pm	Dismissal	Dismissal		Dismissal	Dismissal
:30					
5:00pm					
:30					

Work Time · School Culture · Observations · Meetings

Source: Paul Bambrick-Santoyo, Leverage Leadership (2012)

The Principal Support Framework

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www.k-12leadership.org/leading-for-effective-teaching

Questions?

www.k-12leadership.org

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