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COUNCIL OF GREAT CITY SCHOOLS CONFERENCE, OCTOBER 23, 2014

The Role of Principal Supervisors in Developing Principals as Instructional Leaders

 CENTER for EDUCATIONAL LEADERSHIP
UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION



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.

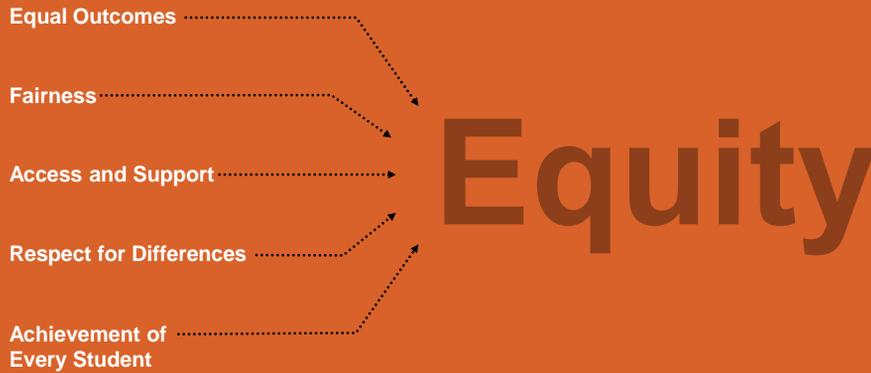
Turn and Talk

- To what extent is your district facing a similar leadership challenge?
- What additional components would you add to this leadership challenge?

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.

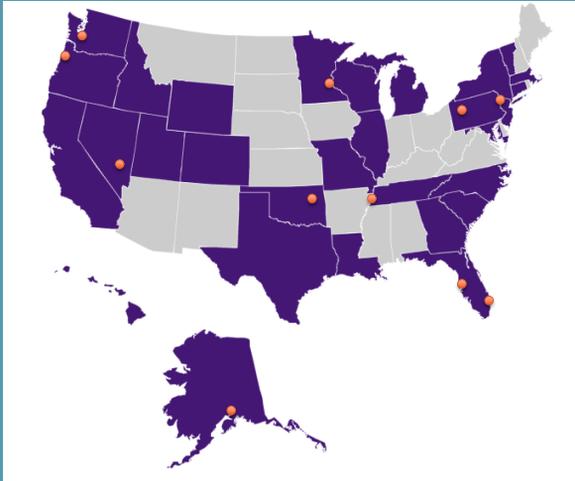
Equity Is a Key Principle of Our Work



Foundational Ideas

1. If students are not learning they are not being afforded powerful learning opportunities.
2. Teaching is a highly complex and sophisticated endeavor.
3. Practice of sophisticated endeavors only improves when it is open for public scrutiny.
4. Improving practice in a culture of public scrutiny requires reciprocal accountability.
5. Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
6. Leaders cannot lead what they don't know.

CEL Partners and Council Districts



● Represents our **past and current** Council District partnerships:

Anchorage, AL

Seattle, WA

Portland, OR

Las Vegas, NV

Minneapolis, MN

Memphis, TN

Pittsburgh, PA

Newark, NJ

Miami, FL

Hillsborough County, FL

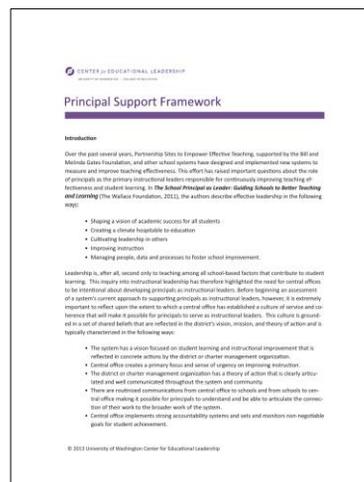


The Principal Support Framework

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.



Our Field Work Includes

- Revising the role and job description of principal supervisors.
- Developing the skills of principal supervisors.
- Working with other central office leaders to ensure the success of principal supervisors and principals.



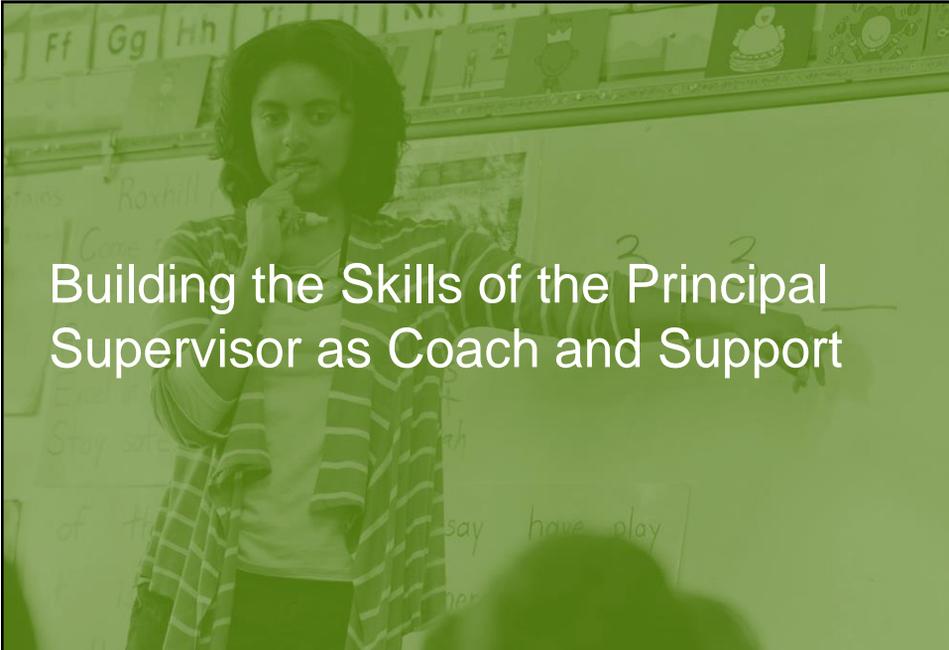
We Are Producing

- Frameworks and assessments to guide central office leaders.
- Tools to improve practice.
- Documentation of how central office leaders support principals.



Leading for Effective Teaching Project

- Which instructional leadership practices matter most?
- How to best support principals leading a change agenda involving teacher effectiveness and the Common Core?
- **What specific leadership capacities and competencies, including instructional leadership, do select central office staff need in order to support principals effectively?**
- **How can school districts and CMOs organize their central offices to support principals' growth as instructional leaders?**



Building the Skills of the Principal Supervisor as Coach and Support

Role of the Principal Supervisor

- Work one-on-one with principals in a joint-work relationship to grow their instructional leadership capacity.
- Develop principal professional learning networks that support principals' common inquiry into problems of practice.
- Design professional development with principals based on individual and group learning needs.
- Collaborate with principal supervisor colleagues to provide consistent support to principals.
- Collaborate with other units in the central office to provide necessary resources to support principals' instructional leadership.

Shelby County Partnership

- Shelby County, a participant in the Bill & Melinda Gates Foundation's Leading for Effective Teaching project.
- Principals as instructional leaders: *A Focus in SCS*.
 - Define instructional leadership.
 - Establish the role of principal supervisors.
- Shift in thinking: *Principal supervisors as coaches and support as well as evaluators*.

The Partnership Work

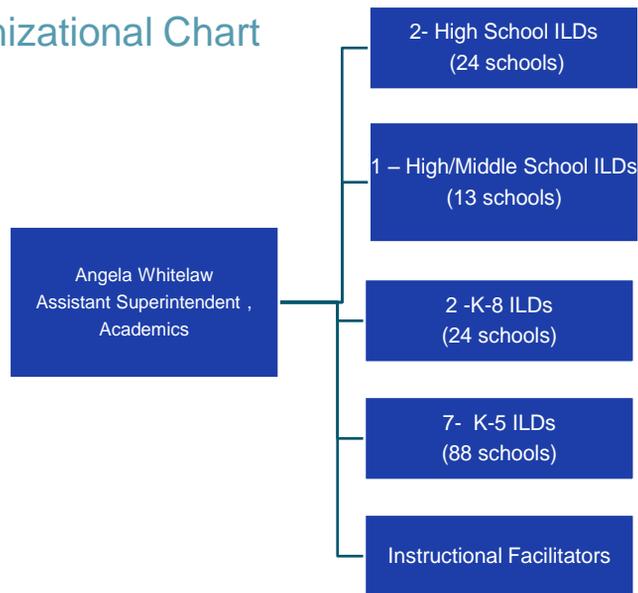
- Hiring process requiring candidate demonstration of skills.
- Learning sessions based on a curriculum designed to build the skills of principal supervisors as coaches and support.
 - Case studies and other tools.
 - Video.
 - Role play.
 - Modeling.
- On-site, job-embedded individual and small group coaching.
- A focus on building expertise in observation and analysis of classroom instruction.
- Support supervisors of principal supervisors.

Shelby County Public Schools

Instructional Leadership Directors in Shelby County Schools work to enhance leadership effectiveness. We seek to improve student outcomes and the retention of highly effective principals.

- Demographics.
 - Student population – 113,000
 - Number of schools – 180

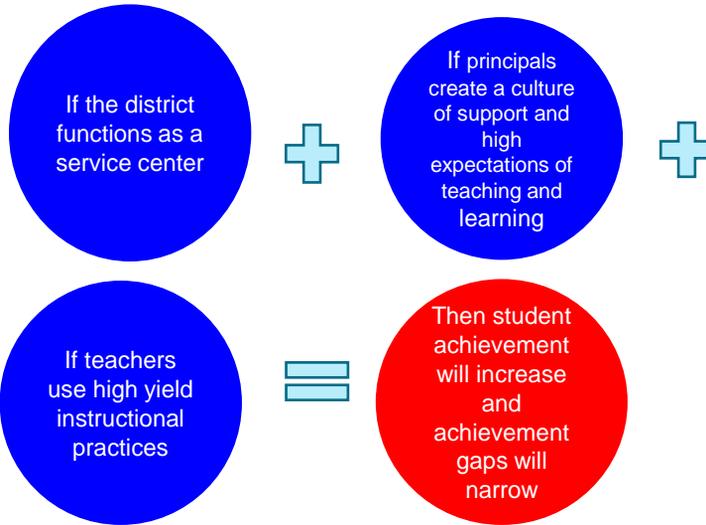
Organizational Chart



The ILD Role

- Why ILD(s)?
 - ILDs promote a collaborative effort to support principals in their efforts to grow and develop as instructional leaders so that they can lead the improvement of teaching and learning for all students.
- Role.
 - Coach.
 - Liaison.
 - Supporter.
 - Evaluator.

Shelby County Schools – Theory of Action



Instructional Leadership Directors (ILD) Theory of Action



Primary Goals

Goal 1:

- Improvement of student learning and achievement for all schools through improved instructional leadership.

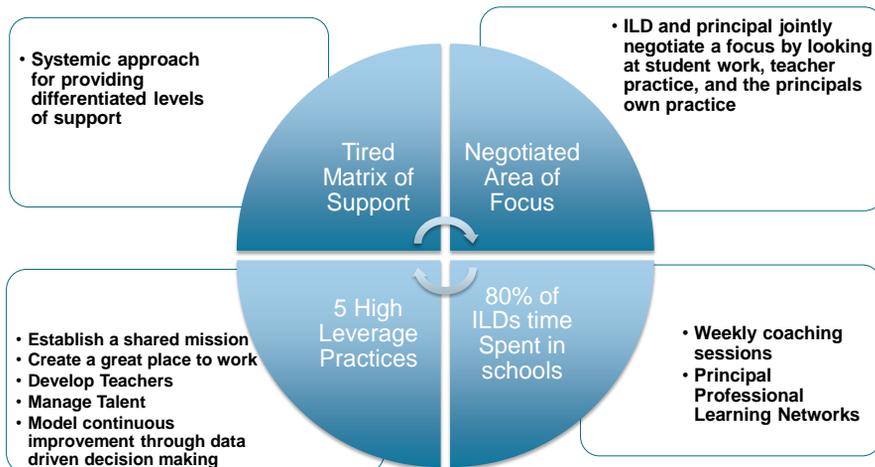
Goal 2:

- ILDs will spend 80% of their time coaching and supporting principals.

Goal 3:

- Creation of principal professional learning networks to support common inquiry into problems of practice.

Program Features



Success Story

- Working one-on-one with principals as partners to grow their instructional leadership capacity.
- During the 2013 – 2014 (SY), this Instructional Leadership Director worked with the Principal of a school classified as high-priority by the state department to enhance his effectiveness as an educational leader.

The Work Focused on the Following

- Negotiated areas of focus.
- Establish a shared mission and vision.
 - Vision – mission – culture building.
 - TEAM Connection – (IL; 6 Vision and Goals, CTL; 13 Culture, CTL; 14 Stakeholder Engagement, CTL; 15 Communication, Diversity; 20 Inclusiveness).
- Developing teachers.
 - Improving instructional practices.
 - TEAM Connection – (QTE – ALL, IL; 8 Challenging Content, IL; 9 Instructional Delivery, CI; 11 Data Driven Decision Making).

Initial Problems of Practice

- Creating a classroom culture where assignments and tasks are challenging and require thinking at a sufficient depth of rigor.
- How do we grow our teachers in the Teacher Effectiveness Measure (TEM)?
 - Appropriately Challenging Work (T3) – 21% of staff scoring below/significantly below expectations.
 - Higher Level Thinking Skills (T5) – 14% of staff scoring below/significantly below expectations.
 - Use of Classroom Space and Resources (CLE3) – 8.5% of staff scoring below/significantly below expectations.



What Student Behavior Do We Want to See?

- Students act as if nothing is as important as learning.
- What shift in student behavior did we want to see?
 - Students should understand:
 - What they are learning,
 - Why they are learning it, and
 - How their work will be measured.
 - Purpose.
 - Process.



Data Sets

Data sets were used to provide a rationale and evidence for next actions.

- TEM – School mean indicator scores.
 - RANGE – 3.25 – 4.16.
- DEA formative assessment data.
- School culture survey data.
- Historical achievement & growth data.
- School visits and walkthroughs.
 - Departmental.
 - Middle school network – learning walk.

Reflective Questions

These questions helped to guide our work:

- What student behaviors would we like to see changed?
- What teacher behavior would we like to see changed?
- Which leadership team behaviors will we need to adjust?
- What principal behaviors will we need to focus on in order to progress towards the desired results?

Noted Next Actions

- Daily/weekly calendars created in an effort to intentionally carve out time for informal classroom observations and feedback.
- Designing a process to utilize common interim assessments in an effort to inform the level of rigor existing in classrooms.
- Departmental walkthroughs and PD conducted and designed by district content specialist (literacy and math).
- Design a survey/questionnaire to receive feedback addressing principals' approach to leadership and perceived effectiveness.

2013-14 Accomplishments

The role of the Instructional Leadership Director was introduced during the 2013-14 school year. An annual survey of principals on the first cohort of ILDs was conducted by the District Leadership Design Lab of the University of Washington.

Notable results include but are not limited to:

	Mean	Minimum	Maximum
My ILD knew my strengths as an instructional leader.	4.0	1	5
My ILD provided feedback that helped me strengthen my skills as an instructional leader.	4.1	1	5
My ILD values my growth as an instructional leader.	4.3	1	5



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