Standards for SDP Principal Supervisor
October 2014


**Standard 1.** Dedicates their time to activities that promise to help principals grow as instructional leaders

  a) Helps school principals create systems and structures for distributive leadership in their schools that support teaching and learning and promote a respectful culture for students staff and parents
  
b) Spends 80% of their time at schools developing principals as instructional leaders
  
c) Enables principals to manage school based crises
  
d) Enables principals to manage parent engagement outreach and community involvement and maintain a balance with instructional focus
  
e) Supports principals with instruction-focused teacher evaluations, and with the discipline processes
  
f) Builds independent decision makers and reflective practitioners aware of and able to anticipate both intended and unintended consequences of their decisions

_Evidence:_ Informal feedback forms and EDS walk-throughs; Interviews with select central office staff

**Standard 2.** Engages in teaching practices in their one-on-one work with principals likely to help principals grow as instructional leaders

  a) Knows and uses the tenets of adult learning theory
  
b) Builds a relationship based on common goals, trust and mutual accountability
  
c) Balances the learning needs of the principal and the instructional needs of the school
  
d) Models leadership behaviors and explain reasons behind decisions and actions.
  
e) Uses a cycle of onsite observations and feedback as opportunities to engage in coaching conversations that build upon evidence collected and goals set
  
f) Participates in school walk throughs with principals to model use of informal observations to promote instructional change through timely and actionable feedback
  
g) Moves between the stance of a coach and the role of a supervisor as necessary to push the learning of the principal
  
h) Collaboratively develops goals based on the shared vision of effective principal instructional leadership and develop a plan for achieving those goals
Evidence: Direct observation and feedback from supervisor/peer; Documentation of coaching process by the AS; Principal surveys

Standard 3. Engages in teaching practices while leading principal professional learning communities likely to help principals grow as instructional leaders.
   a) Establishes a safe and effective learning community that supports peer feedback, mitigates boundaries created by experience, knowledge and status, and promotes innovative thinking.
   b) Develops and implements yearlong scope and sequence and individual session plans for regular principal community meetings that support principals’ growth as instructional leaders and enable them to lead district instructional initiatives.
   c) Creates collaborative group learning opportunities that are grounded in the actual work and developmental needs of each principal.
   d) Models the creation of effective teams where members are empowered to seek, give and receive constructive feedback from their peers and collaborate to identify strategies to address common problems of practice.

Evidence: Observation of the PLC/learning network; Principal survey

Standard 4. Systematically uses multiple forms of evidence of each principals’ capacity for instructional leadership to differentiate or tailor their approach to working with their principals in ways that promise to help their principals grow as instructional leaders.
   a) Collects multiple forms of evidence of each principal’s performance as an instructional leader.
   b) Differentiates the support given to each principal.
   c) Provides purposeful, timely, goal-aligned, and actionable feedback to principals.
   d) Provides professional learning opportunities and support for principals based on the individual needs of principals.
   e) Formatively assess principals’ implementation of priority practices and provides feedback.

Evidence: Informal and formal EDS observations; Benchmark data sets

Standard 5. Engages principals across all High Performing School Practices to create school conditions for successful instructional outcomes.
   a) Coaches principals to develop, articulate and implement a clear vision for learning with a clear message of high expectations for student achievement.
   b) Advises principals on the systems and procedures required for a safe environment.
   c) Engages with principals on systems development to cultivate an environment that supports the social and emotional well-being of all stakeholders and promotes a positive relationship with families and the community.
   d) Builds the capacity of principals to use school data to monitor the effectiveness of professional development and improved instructional practice.
   e) Assists principals in the design and implementation of talent development plan to support the instructional goals of the school.

Evidence: EDS HPSP notes; Informal walk throughs
**Standard 6.** Engages principals in the formal evaluation process in ways that helps principals become high performing school leaders focusing on instruction
   a) Communicates a district wide shared vision and understanding of effective principal instructional leadership
   b) Communicates the purpose of the evaluation process as a growth process as much as an evaluation process
   c) Builds a clear understanding by all principals of the instructional leadership language and expectations of the goals
   d) Conducts interim/formative conversations to serve as basis for the summative evaluation
   e) Creates a clear and actionable formal evaluation document that meets district expectations for principal evaluation (indicates process – matching evaluation of principal to the performance of the school)

*Evidence: Mid-year and end of year evaluations; Conversations with supervisors around evaluation process*

**Standard 7.** Strategically participates in other central office work processes to maximize the extent to which they and principals focus on principals’ growth as instructional leaders
   a) Prioritizes central office requests to ensure involvement is meaningful and contributes to the development of the principal as an instructional leader
   b) Represents and advocates for schools and principals and connects principals to central office and other resources with attention to specific issues including school safety, special education student services and school data systems
   c) Identifies budget, human resources and other operational supports that allow principals and principal supervisors to keep their focus on instructional leadership
   d) Supports school opening and closing activities to ensure maximum attention on instruction throughout the school year
   e) Participates in the process to hire principals including leading the hiring process for the schools within their his/her learning community
   f) Participates in specific focus areas as relevant including but not limited to new school development, teacher professional development, alternative schools support

*Evidence: Peer observation; Interviews with central staff*