Building Capacity of Principals and Principal Supervisors as Visionaries, Learners, Collaborators, and Leaders

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Questions

What do Superintendents need to know and be able to do to build capacity of principals and district leaders (principal supervisors, etc.) to impact principal leadership development?

What are the reflective processes and collaborative professional development strategies that could be used to address the above foci?

What ongoing action steps can Superintendents implement to monitor and support the effective impact of principals and district leaders in relationship to school-based goals?

Agenda

Opening – Welcome, Introductions, and Essential Questions
Leadership Essentials
Leadership Development Framework and Reflective Practices
  • Reflective Cycle and Principal’s Continuum of Self-reflection
  • Action Planning
Wrap Up – Reflections and Contact Info
Leadership Essentials

What do Superintendents need to know and be able to do to build capacity of principals and district leaders (principal supervisors, etc.) to impact principal leadership development?

Superintendents’ leadership knowledge and dispositions are laser focused on:

- student achievement; student centered learning and teaching
- adaptive and responsive system
- collegiality and building strong cultures
- innovation, collaboration, trust building, risk taking and gratitude
- coherence, alignment, communication across central office divisions/departments
- strong partnerships between district supervisors and principal leaders to support aligned goals integrating the unique context of school communities
- sustainable district leadership development and coaching that supports school based administrators and school success

Adapted: from The Principal Influence (ASCD, 2016) and Principals in the Line of Fire (Annenberg Institute, 1999)

Leadership Essentials

Superintendents demonstrate skillful leadership in:

- Engagement
  - Listening, questioning, paraphrasing and feedback
  - Coaching and building professional learning communities (district and school based)

- Systems Thinking
  - Change theory and change management
  - Strategic transitions and succession planning
  - Data-driven decision making; results and follow-through
  - Preventing or reducing “initiative fatigue”

- Leading Learning
  - Modeling “leader learning”; demonstrating an openness to learning, growing, innovating, sharing, and connecting
  - Investing, budgeting and protecting resources (time, people, money) for ongoing job-embedded professional learning
  - Promoting inquiry, a cycle of continuous improvement, with a “growth mindset”

- Self-Awareness
  - Encourage and expect reflection as a part of “sharpening the saw”
  - Expect that reflection and self assessment leads to action; monitoring the transition of intention to implementation

Adapted: from The Principal Influence (ASCD, 2016) and Principals in the Line of Fire (Annenberg Institute)
The Research

Some Findings

- Keeping the same school leaders in place with ongoing leadership development has positive effects on student achievement.

- The negative effect of high principal turnover on student performance reveals itself the year after the vacancy, and it can take the next principal up to three years to regain positive momentum in math and English language arts performance.

Some Findings

- Positive results occur when dedicated leaders invest in schools over multiple years, and that continuity produces better learning opportunities for students and best supports teachers.

- There has been significant attention given to developing new leaders, but once they are in place, support for continuous improvement and development wanes.

https://connectleadsucceed.org/churn_the_high_cost_of_principal_turnover
Some Findings
Leadership development for principals should include:

- Ongoing principal professional development far beyond the first two years on the job.
- Learning in context relevant, collaborative settings, where principals have the ability to influence the learning agenda.
- Ongoing one-on-one coaching
- Restructured central office roles & policies that better support principals.

https://connectleadsucceed.org/churn_the_high_cost_of_principal_turnover

Leadership Development Framework
What are the processes and collaborative professional development strategies that could be used to address building capacity and principal leadership development?

Leadership Development Framework

Four key roles of the building administrator and supervisor of administrators:

- Visionary
- Instructional Leader
- Engager
- Learner and Collaborator

17 Critical Descriptors of Effective Practice
(Refer to The Leadership Development Framework)
Two Pathways to Build Leadership Capacity

Pathway One: Individual Professional Growth (school level)
- Growth & Development of Assistant Principals
- Growth & Development of Aspiring Principals

Pathway Two: Sustainable District Systems (district level)
- District Supervisors, Mentors & Coaches
- District Leadership Development Programs
- District Succession Planning

Growth and Development of Principals

Reflective Practices
What are the reflective practices that support principal and principal supervisors' growth and development?

- How intentionally do I align decisions, actions, policies and resources to meet our needs?
- How do I know whether my leadership actions are positively impacting the staff and district community?
- How aware am I of the status of learning and teaching in my district, our current reality and needs, and my leadership role?
- How responsive am I to the results of my assessment and the changing needs of the district community?

The Reflective Cycle

- Capability to Adapt Actions
- Awareness of Leadership Competency
- Awareness of Learning Competencies
- Reflection on Actions
Continuum of Self Reflection

<table>
<thead>
<tr>
<th>Unaware Stage</th>
<th>Conscious Stage</th>
<th>Action Stage</th>
<th>Refinement Stage</th>
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<tbody>
<tr>
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<td>Focuses on the science of leadership, managing resources and implementing research-based practices.</td>
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<td>Adjusts course when necessary to maintain heading towards common goal.</td>
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Focused Reflection

- If operating in the Unaware stage in a particular criterion, then in order to grow as a reflective leader, focus on building awareness of the leader's role within that criterion.

- If operating in the Conscious stage in a particular criterion, then in order to grow as a reflective leader, focus on planning and being more intentional with leadership actions within that criterion.

- If operating in the Action stage in a particular criterion, then in order to grow as a reflective leader, focus on accurately assessing the impact of actions within that criterion.

- If operating in the Refinement stage in a particular criterion, then in order to grow as a reflective leader, focus on becoming more responsive to the changing dynamics of the school environment within that criterion.
Action Planning

What ongoing action steps can Superintendents implement to monitor and support the effective impact of principals and district leaders in relationship to school-based goals?

Wrap Up

Our contact info

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@CMEdrDCB, Dr. Deborah Childs-Bowen
@ancmo, Ann Cunningham-Morita
**Figure 1.1 Principal Leadership Development Framework**

<table>
<thead>
<tr>
<th>Principal as Visionary</th>
<th>Principal as Instructional Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulates, communicates, and leads the collaborative implementation and ongoing revision of the school’s mission and vision</td>
<td>1. Builds collective capacity of the entire staff through the cultivation of a robust Professional Learning Community</td>
</tr>
<tr>
<td>2. Aligns and bases all decisions, practices, policies, and resources (e.g., human capital, time, budgetary, and facilities) on the school’s mission and vision</td>
<td>2. Builds individual capacity of the entire staff through differentiated supervision, coaching, feedback, and evaluation practices</td>
</tr>
<tr>
<td>3. Promotes the collaborative creation, monitoring, and refinement of short- and long-term school improvement plans</td>
<td>3. Ensures the alignment of rigorous curricula, research-based best practices in instruction, and comprehensive formative and summative assessment approaches</td>
</tr>
<tr>
<td>4. Compels the district and school community to embrace and work toward the attainment of the shared mission and vision</td>
<td>4. Promotes monitoring systems that use real-time data to inform instruction and intervention at the teacher, team, and school site levels</td>
</tr>
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<table>
<thead>
<tr>
<th>Principal as Engager</th>
<th>Principal as Learner and Collaborator</th>
</tr>
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<tbody>
<tr>
<td>1. Maintains an unwavering priority of establishing and fostering an environment that tends to the whole child: healthy, safe, engaged, supported, and challenged</td>
<td>1. Facilitates the delivery of job-embedded, ongoing, coordinated professional learning opportunities that lead to increased student achievement</td>
</tr>
<tr>
<td>2. Creates and cultivates partnerships within the parent, district, business, political, and greater community spheres to support the achievement of the school’s mission and vision</td>
<td>2. Develops internal leaders and nurtures and environment of distributed leadership, collective responsibility, and collaborative decision-making</td>
</tr>
<tr>
<td>3. Drives and navigates positive change by assessing, analyzing, and anticipating emerging trends and implementing change-savvy techniques with staff and the school community</td>
<td>3. Models reflective practice, confidence, humility, perseverance, and interest in continuous growth and lifelong learning</td>
</tr>
<tr>
<td>4. Safeguards community values, ethics, and equitable practices, advocating for all children and displaying an appreciation for diversity</td>
<td>4. Participates regularly in professional learning organizations, a community of practice, and a leadership network</td>
</tr>
<tr>
<td>5. Develops policies and practices that cultivate staff as reflective practitioners</td>
<td></td>
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