How Can Supervisors Shape Effective Principals?
Presenters

Moderator:
MaryAnn Jobe, Director, Education & Leadership Development, AASA

Panelists:
• Mary Canole, School Leadership Consultant
• Eric Gordon, CEO, Cleveland Metropolitan School District
• Frederick Brown, Deputy Executive Director, Learning Forward
What are the Model Principal Supervisor Professional Standards 2015?

• A practical description of what principal supervisors should know and be able to do

• Voluntary and adaptable

• Aligned with the *Professional Standards for Educational Leaders 2015*

• Grounded in a Theory of Action focused on student learning and achievement

• All standards are integrated to work together
Why Are Standards for Principal Supervisors Needed?

1. Emerging research suggests principal supervisors can help principals improve teaching and student achievement.

2. But today principal supervisors often focus on ensuring compliance with local and state regulations.

3. Principals face new pressures to improve student learning and implement new academic standards.

4. The Model Standards will help districts ensure that principal supervisors focus on the actions that matter.
Category 1: Educational Leadership

• **Standard 1.** Principal Supervisors dedicate their time to helping principals grow as instructional leaders.

• **Standard 2.** Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.
Category 1: Educational Leadership

• **Standard 3.** Principal Supervisors use evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

• **Standard 4.** Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.
Category 2: District Operations

• **Standard 5.** Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

• **Standard 6.** Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.
Category 3: District Leadership

• **Standard 7.** Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

• **Standard 8:** Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.
At-A-Glance

Enrollment:
39,000+ Students

Student Ethnicity:
• Asian or Pacific Islander: 0.9%
• Black, Non-Hispanic: 66.9%
• Hispanic: 14.4%
• American Indian or Alaskan Native: 0.2%
• Multiracial: 2.9%
• White, Non-Hispanic: 14.6%

Student Gender:
• Female: 48.2%
• Male: 51.8%

Student Attendance rate: 90%

High School Graduation Rate:
• Class of 2016 graduation rate: 69.1%
• Improvement from Class of 2010: +16.9%

Students receiving specialized services:
• Special Education services: 23.0%
• Multilingual services: 7.8%
• Free/Reduced Price Lunch: 100.0%
• Gifted Education services: 6.4%
• Homeless services: 3.6%
The Cleveland Plan: A New Theory of Action

From........

• All students assigned to their home school
• Schools centrally managed by District Office
• 8% of the District budget managed directly by schools

To........

• Students and Families choose schools they wish to attend
• Schools provided decision making autonomy in exchange for accountability for results
• 60% of District budget managed directly by schools
<table>
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<tr>
<th>From ........</th>
<th>To ........</th>
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<tbody>
<tr>
<td>• District hires and assigns school-based staff</td>
<td>• School Teams select and hire school-based staff</td>
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<tr>
<td>• District sets academic direction and ensures compliance</td>
<td>• Schools create strategic academic plan. District holds schools accountable for results</td>
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The Standards Applied to Cleveland’s Work

- **Standard 5.** Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.
  - Strategic School Design
  - Networks of Support

- **Standard 7.** Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.
  - Academic Learning Walks
  - Network Leaders “Examining Student Work” Protocol
Standards for Professional Learning

Blueprint for Scaled & Sustained Effective Practice
Theory of action

1. Standards-based professional learning
2. Changes in educator knowledge, skills, and dispositions
3. Changes in educator practice
4. Changes in student results
Three types of professional learning

Individual

School/Team

Program Implementation
Three types of professional learning

Individual
Resources to Support Your Work
The Principal Story Video
The Principal Story Learning Guide

Key Features:
- Informed by Wallace research
- Integrates “best practices” in professional learning
- FREE

School leadership matters. During the past decade, there has been a growing recognition among educators and policymakers that school principals must be instructional leaders who ensure that high-quality teaching occurs in every classroom. This view is backed up by a solid body of evidence showing that leadership places second only to teaching among school-related influences on learning.

Simply stated, there is no instance of schools improving student achievement in the absence of effective leadership. In culling lessons from 13 years of research that describes what effective principals do well, The Wallace Foundation has found they perform five key practices:

1. Shaping a vision of academic success for all students
2. Creating a climate hospitable to education
3. Cultivating leadership in others
4. Improving instruction
5. Managing people, data and processes to foster school improvement
## Unit 1, Activity 1: Discover personal assumptions

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To assess your own assumptions and actions about the practice of shaping a vision; discuss how personal attitudes and experiences relate to the principal’s actions, behaviors, and choices observed in the film clip; determine implications of those assumptions for yourself and others.</th>
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<td>Time</td>
<td>75 minutes</td>
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<td>Required roles</td>
<td>Participants; facilitator</td>
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The Principal Story Learning Guide
Shaping a vision of academic success for all students
# Personal assumptions, actions, and practices

Approximate time: 20 minutes

Independently, read each assumption, and use codes to indicate your level of agreement with each statement. For each assumption, then identify potential implications for the role of school principal. Upon completion, share your thoughts and answer questions below in small groups.

- \(\star\) = Strongly Agree
- \(\bigstar\) = Somewhat Agree
- \(\bigstar\) = Somewhat Disagree
- \(?\) = Uncertain
- \(\!\) = Strongly Disagree

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<thead>
<tr>
<th>Assumptions</th>
<th>Code</th>
<th>Implications for principals</th>
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<tbody>
<tr>
<td>1. Every student deserves effective teaching every day.</td>
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<td>2. The capacity of educators to invent solutions to educational problems is a powerful untapped resource.</td>
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<td>3. A school’s vision is essential to achieving school goals for students.</td>
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<td>4. The success of educators’ daily work depends on effective professional learning.</td>
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<td>5. Shared responsibility and collaborative learning combine to improve student results.</td>
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<td>6. School is the center of change.</td>
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<td>7. Vision that aligns school system, school, and individual goals exponentially increases results for educators and students.</td>
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Three types of professional learning

School/Team
Communities of practice provide a concrete organizational infrastructure for realizing the dream of a learning organization.


www.learningforward.org
A problem of practice is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience and outcomes.

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<th>Problem of Practice:</th>
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<td>Sub-problems:</td>
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<th>What is the current situation we intend to impact through our Problem of Practice?</th>
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<td>What, if anything, has already been tried to resolve this problem? What has been working? How do you know?</td>
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<th>Why hasn’t the problem been resolved? How do you know?</th>
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<th>What would success look like for the problem to be solved?</th>
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<th>How would we monitor progress and follow through to ensure success?</th>
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<th>List 3-4 things you would like to try that might solve the problem.</th>
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<tr>
<th>Solution Possibility</th>
<th>Why do we think this might work?</th>
<th>What do we need to learn in order to solve the problem?</th>
<th>What behaviors need to change in order to achieve our goal?</th>
<th>How would we differentiate our work (to meet different learning needs)?</th>
<th>What aspirations do we have for our work?</th>
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Panel Discussion
Contact Information:

Mary Canole  mcanole@cox.net
Eric Gordon,  Eric.Gordon@clevelandmetroschools.org
Fred Brown,  frederick.brown@learningforward.org
Mary Ann Jobe,  mjobe@aasa.or

Additional Resources:

AASA, The School Superintendents Association
www.aasa.org/content.aspx?id=10536

Learning Forward
www.learningforward.org

The Wallace Foundation
www.wallacefoundation.org
Thank you for your participation!