



GEORGE W. BUSH
INSTITUTE

PRINCIPAL LEARNING AND SUPERVISION GUIDEBOOK

*THE SCHOOL LEADERSHIP
DISTRICT COHORT*

DECEMBER
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Introduction

This guidebook is the third in a series created by the George W. Bush Institute as part of its School Leadership District Cohort, an initiative designed to support districts seeking to improve how they attract, support, and retain effective school leaders. This guidebook focuses on **principal learning and supervision**, which addresses two of several components of Principal Talent Management (PTM) that districts can leverage to support effective school leadership. The full set of components in the Bush Institute's [PTM Framework](#) include Pipeline Development, Professional Learning, Principal Supervision, Performance Evaluation, Compensation and Incentives, and Working Environment. Future guidebooks in this series will address other areas of the framework.

Why focus on principal learning and supervision?

Research shows that principals are a significant school-level factor affecting student achievement, and that they are second only in importance to that of classroom teachers.¹ Like other types of leaders, great principals recruit and retain the best talent (teachers), set ambitious visions for their buildings, and create a culture of collaboration and constant improvement.

Professional learning for principals can improve student-learning outcomes by developing principals' skills to lead improvements in school culture and instruction.² Emerging evidence also suggests that redesigning the principal-supervisor role can be an effective strategy for developing principals' skills. Principal supervisors are the line managers of principals — they are tasked with overseeing, supporting, and developing principals. Supervisors support principal learning when their role emphasizes visiting schools, evaluating and coaching principals, and conducting the professional development of principals.³ This principal supervisor strategy works particularly well when their role is focused on instructional leadership, and the ratio of schools they manage enables them to spend time in those schools at least once every week or two.⁴

What are strong practices in principal learning and supervision?

The Bush Institute has distilled prior evidence from research and practice into three key components of principal learning and supervision:

1. The district provides high-quality professional learning opportunities for principals.
2. The district defines and manages the principal supervisor role in a way that focuses supervisors' work on supporting principal growth.
3. District systems explicitly and coherently reinforce principal learning and effective supervision.

What process did the Bush Institute use to identify findings and make recommendations?

Principal learning and supervision addresses part of the Bush Institute's larger Principal Talent Management Framework, built in part through a rigorous research review conducted in partnership with the American Institutes for Research (AIR).⁵ This review used What Works Clearinghouse standards as the criteria for identifying studies with rigorous research designs and evidence of causal relationships. It focuses on two key outcomes of Principal Talent Management: the extent to which certain policies and practices lead to improved student achievement and principal retention. The Bush Institute team

¹ Leithwood, Louis, Anderson & Wahlstrom (2004).

² Jacob & McGovern (2015); Nunnery, Yen, & Ross (2011).

³ Council of the Great City Schools and The Wallace Foundation (2013); Goldring, Grissom, Rubin, Rogers, Neel & Clark (2018).

⁴ Honig, Copland, Rainey, Lorton & Newton (2010).

⁵ For a detailed description of how the Bush Institute gathered evidence and vetted findings through an iterative review process see <https://gwbceniter.imgix.net/Resources/gwbi-principal-talent-management-lit-review.pdf>.

then gathered research-based examples from published descriptive studies and collected artifacts from districts who had been the subject of empirical studies. The team also conducted interviews of experts to gather their tools and recommendations for implementation. Finally, the Bush Institute is learning through its partnership with four districts: Austin Independent School District (ISD), TX; Chesterfield County Public Schools, VA; Fort Worth ISD, TX; and Granite School District, UT. A draft version of this report was vetted by expert external reviewers.

How is this guidebook designed to support districts?

This guidebook will help district leaders build a common understanding of strong practices and identify strategies for improvement. It is organized into the following three sections:

1. *Key Components* — or each of the three key components listed above, this guidebook:
 - Provides a **definition**;
 - Describes **problematic (yet common) practice**;
 - Describes **strong practice**; and
 - Offers **next steps** for moving from problematic to strong practice.
2. *Districts to Watch* — examples of districts implementing the key strong practices; and
3. *Learn More* — links to appendices with additional resources.

Key Component #1: Professional Learning Opportunities

This section:

- Provides a **definition** of “professional learning opportunities”;
- Describes **problematic (yet common) practice** related to professional learning opportunities;
- Describes **strong practice** related to professional learning opportunities; and
- Offers **next steps** for moving from problematic (yet common) to strong practice related to professional learning opportunities.

Definition of “Professional Learning Opportunities”

For the purposes of this guidebook, “professional learning opportunities” are experiences purposefully offered by the school district to enable participants to improve their practice. Sometimes the term professional development is used interchangeably with professional learning. The 70/20/10 Rule for Leadership Development is used by many businesses to describe high-quality experiences for executive leadership development. This rule defines three types of learning opportunities and recommends that they should be emphasized according to a 70/20/10 ratio:

- 70% from challenging assignments—also referred to as “workplace learning” and “performance support”;
- 20% from people (mostly the boss)—also referred to as “social learning,” including communities of practice, coaching, and mentoring; and
- 10% from courses and reading—also referred to as “structured learning,” including workshops and conferences.⁶

The ratios are not meant to be precise. They are meant to emphasize that the most important type of professional learning we can provide adults—including principals—is authentic challenges embedded in their daily jobs. Examples of each type are listed in Table 1. Ideally, different types of learning experiences reinforce one another. Principals can learn more from workplace learning when their practice is grounded in guiding principles from structured learning and when they receive feedback on their practice. For example, the best way for principals to improve how they lead data meetings is to use guiding principles about effective data-driven instruction as they practice leading data meetings in their daily work and receive feedback from a supervisor, a coach, or a peer.

⁶ Rabin (2013).

Table 1. Examples of Learning Opportunities

Workplace Learning	Social Learning	Structured Learning
<ul style="list-style-type: none"> • Leadership activities, e.g., lead a team, committee membership • Assignments that provide opportunities to skills identified through performance evaluation • Stretch assignments, such as covering for others on leave or leading a project beyond normal roles and responsibilities • Assignments from courses, workshops, or other structured learning that ask participants to apply new learning in real situations • Participation in a committee or project team within the broader organization • Work with consultants or internal experts • Internal / external speaking engagements 	<ul style="list-style-type: none"> • Structured mentoring and coaching from manager or others • Facilitated group discussion • Informal feedback from colleagues • 360 feedback • Feedback from course instructors • Structured mentoring and coaching • Learning through teams / networks • Seeking advice, asking opinions, sounding out ideas • External networks / contacts • Professional / industry association networking or active membership 	<ul style="list-style-type: none"> • Courses, workshops, seminars • eLearning, webinars • Professional conferences • Formal education, e.g., university programs • Books • Internet research

The 70/20/10 percentage guideline suggests that structured group learning can and should be part of a principal's learning opportunities. However, principals are more likely to learn through the process of engaging in authentic work and receiving feedback on their practice. While workplace learning activities can be built into group learning activities, they are typically easier to implement in the context of principal supervision.

Problematic (Yet Common) Practice Related to Professional Learning Opportunities

Districts often do not focus on professional learning for principals. In the words of one elementary principal in the School Leadership District Cohort, the assumption is:

"If I've been assigned to this position, then I must already know what I need to know [to be an effective principal]."

As the quote suggests, a historically common mindset is that principals already have the knowledge they need to be successful when they enter the position.

Central office leaders have not explicitly focused on supporting continuous development of their principals. In some cases, support for professional learning is nonexistent. In other cases, support is sporadic—depending on whether principals themselves take the initiative necessary to earmark school-level funds or request district funds (for example, to attend conferences or purchase coaching services). Some principals, however, hesitate to pursue this support because they feel guilty utilizing funding that could otherwise be used to support professional learning for their teachers.

Professional learning for assistant principals is nonexistent in districts with problematic practice. While

some individual principals might prioritize the professional learning of their assistant principals, there is no strategy from the central office to give assistant principals authentic leadership experiences. This is important because in most districts, many principal positions are filled with district assistant principals.

District efforts to support principal learning tend to be group based and low quality. Districts have increasingly tried to utilize principal meetings to support their professional learning. These meetings are typically once per month for a half or full day. Inevitably, they become informational meetings used to disseminate information to principals or provide them with training on new policies or initiatives, leaving little or no time to utilize these meetings to focus on improving principals' leadership practice. In some cases, an external partner or speaker comes in to focus on a topic—such as English-language learners or social-emotional learning—but these experiences are often one-shot or workshop based.

Even when meeting leaders make connections to district goals and facilitate discussion, group-based learning tends to focus on district-defined needs as opposed to the needs of individual principals and their schools. This approach often leaves a disconnect between district leaders, who think they are providing professional development, and principals, who do not see the meetings as supporting their individual growth and development. Rarely do districts provide professional learning supports that reflect strong practices of being individualized, providing feedback on authentic practice, including job-embedded opportunities to develop new skills, and encouraging learner direction.

Strong Practice Related to Professional Learning Opportunities

The district provides all principals with **individualized** development connected to their performance evaluation. Each principal has identified—in partnership with their supervisor and likely as part of their performance evaluation—at least one to three areas of growth desirable for their leadership practice. These goals are explicitly linked to leadership competencies, such as providing constructive feedback to teachers on their instructional practice, in the district's leadership framework. The district provides various opportunities for learning related to individual goals, including structured opportunities (such as attending a specific workshop or purchasing a book related to the goal), as well as opportunities for practice and feedback. The development opportunities are reportedly extensive and high-quality.

For example, Hillsborough County Public Schools has principals work with their supervisors to create a goal-setting and professional learning plan. As shown in Figure 1, the plan includes the school improvement goals but also asks for goals related to how the principal will improve his or her practice. The plan also specifies the professional learning opportunities (aka "Actions") that will support the principal's goals. Figure 2 provides an example "plan of action" that might be included in a Hillsborough principal's learning plan.

Figure 1. Example of a School Leader Goal Setting and Professional Learning Plan⁷

School Leader Professional Learning Plan

Hillsborough County
PUBLIC SCHOOLS
Great Teachers. Great Schools.

Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life.

Leader Name: _____ Direct Supervisor: _____ School Year: _____

Position: _____ School Site: _____

DATES

Goal Setting (Jul/Aug): _____ Mid-Year Review (Dec/Jan): _____ Final Review (May/Jun): _____

Domain 1: Achievement Focus and Results Orientation	Domain 2: Instructional Expertise	Domain 3: Managing and Developing People	Domain 4: Culture and Relationship Building	Domain 5: Problem-Solving and Strategic Change Management
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PROFESSIONAL LEARNING GOAL #1	Plan of Action: Actions steps needed to meet my Professional Learning Goal <i>(Including professional development, coaching support, and implementation plans)</i>		
	Specific Actions	Timeline	How will quality be measured?
What is the current state or baseline data relevant to this goal?			
Which leadership competency domain and component(s) are my professional learning goal addressing?			
Which School Improvement Plan goal(s) is/are my professional learning goal addressing?			

Figure 2. Example of Plan of Action⁸

Competency-Based Goal: Improve ability to give timely, targeted, and actionable feedback

Action Steps:

- Create schedule for weekly observation and feedback cycles
- Use observation tracker to track feedback and next steps provided to teachers
- Discuss observation data and follow-up support for teachers during weekly instructional leadership team meetings

Support and Professional Learning:

- Attend Observation and Feedback professional learning session
- Review chapter four of Leverage Leadership
- Have principal coach observe feedback sessions to provide feedback
- Survey teachers for feedback on the feedback provided through weekly conversations
- Meet with principal professional learning community to learn strategies from peers
- Practice observation and feedback with peers

The district provides **feedback on practice** via ongoing coaching. Principals have regular opportunities to be observed—either directly or via artifacts—and to receive explicit feedback on that practice. The feedback is high-quality in that it utilizes effective coaching techniques to provide constructive feedback. The feedback explicitly addresses leadership practice, such as cultivating leadership in others, shaping a vision, and improving climate. Feedback on school or instructional practices may also be included (such as the most effective way to help struggling middle school readers), but feedback on leadership practice is prioritized. Ideally, the feedback is provided by principal supervisors who have the expertise

⁷ Note: Adapted from Hillsborough County Public Schools. (n.d.). *School leader professional learning plan* [Artifact]. Reprinted with permission.

⁸ Note: Adapted from Hillsborough County Public Schools. (n.d.). *Example of plan of action* [Artifact]. Reprinted with permission.

and manageable caseloads to provide high-quality feedback. For the feedback to be impactful, it must be regular and systematic. Principal supervisors have a process for planning for feedback meetings, documenting them, and then following up with concrete action steps. See Figure 3 for an example of a process a supervisor in Cleveland Metropolitan School District used.

Figure 3. Example of Feedback on Leadership Practice Via Ongoing Coaching⁹

Paul Hoover began his first year supervising principals in the 2017–18 school year. He leads 12 schools in the Investment II network, a group of struggling schools in corrective action. As part of the Cleveland Plan to turn around these schools, the CEO has given principals in this network additional autonomy and resources.

In August 2017, Mr. Hoover met with each principal to discuss his or her strengths and areas for growth. He explicitly asked principals to suggest how he could best support them and found that most wanted support related to teacher coaching and feedback. For example, one principal wanted support with the challenge of addressing needs of two types of staff—those who were new, engaged, and eager to work with the instructional coach, and those who were veteran, negative, and unwilling to allow the coach into their rooms. This principal wanted thought partnership and guidance on how to work with the second type of teachers.

Mr. Hoover and his action team coach developed a protocol for school visits to outline a process and track coaching interactions with principals. The protocol identified common objectives, structures, and norms for the visits. It entailed simultaneously building common understanding of rigor across the network, providing detailed feedback to two teachers per visit, and coaching the principal on how to coach the teachers. The protocol included a teacher feedback form that supported principals in providing effective feedback by: (1) specifically naming a goal for feedback; (2) crafting a conversation starter that creates a welcoming, supportive environment; (3) providing praise based on evidence; (4) posing a focused, open-ended reflective question for the teacher to help him or her identify the area of practice that needs improvement; (5) scaffolding questions with evidence from the lesson; (6) explicitly labeling the practice to improve with recommendations; (7) guiding the teacher in creating a plan for implementing the recommendations; and (8) establishing a timeline for the plan.

Mr. Hoover used Microsoft Forms to log session notes so that he could review them prior to the next coaching cycle. In the logs, he tracked follow-up questions from the prior visit, the coaching focus for the principal (e.g., working with reluctant teachers), low-inference notes from the visit, feedback given to the principal, and next steps identified for the principal and the action team coach.

The systematic use of school visits focused on rigor across the network has had positive results for teachers and students. For example, the principal referenced above improved relations with reluctant teachers, and students across three grade levels outperformed their projected proficiency levels by 25 percent.

The district provides principals with **job-embedded learning opportunities** that include stretch assignments and choice. Opportunities for stretch assignments begin even before the principal is placed in a principal position as a means to develop a pipeline of highly qualified candidates. For example, a new assistant principal from one of our partner districts, Fort Worth ISD, reported that her principal involved her in teacher walkthroughs. The principal set aside time each week to conduct walkthroughs with all her assistant principals to help their training in what to look for in a classroom, to norm on what

⁹ Note: Adapted from Ikemoto & Waite (2018). [Shifting district culture to better support schools: The Cleveland Principal Supervisor Initiative](#). Reprinted with permission.

type of feedback was needed, and to help her assistant principals know that she was there to coach them. Assistant principals in strong districts have opportunities to practice and receive feedback on various types of leadership skills—including vision setting, instructional leadership, culture building, and operational issues—before they become a principal. In the role, principals are given additional opportunities to practice skills needed for their current role, such as opportunities to participate in a districtwide community engagement initiative as a means to practice relationship building skills or serve on a district task force to practice strategic thinking skills. The opportunities are reportedly meaningful and of high-quality.

For example, Table 2 shows a “menu” of job-embedded learning opportunities created by the Denver Public Schools that could be provided to an assistant principal at each stage of their development, from the induction phase (new to the role) to the development phase to the transition phase (preparing for future principal position).

Table 2. Examples of Job-Embedded Learning Opportunities¹⁰

Competency Area: Instructional Leadership	Phase I: Induction Phase	Phase II: Development Phase	Phase III: Transition Phase
<ul style="list-style-type: none"> • Strong instructional leader • Lead for instruction and academic achievement • Effectively conduct observation and feedback conversations 	<ul style="list-style-type: none"> • Evaluation - LEAP calibration • Effectively manage caseload of teachers • Sit in and observe principal • Observe principal giving feedback • Self and 360 assessment • Cognitive coaching 	<ul style="list-style-type: none"> • Relay training • Meta coaching: Feedback to Teacher Leaders re giving feedback to teachers • Include modeling of facilitating team meetings (gradual release) • Calibrate with teacher leaders • Lead work styles assessments with teacher leaders • Lead Learning Walks with teacher leaders • Work with teacher leader to plan PD using learning walk data. PLCs, DDI, PD planning • Identify instructional change needed and co-facilitate change process 	<ul style="list-style-type: none"> • Caseload of teacher leader to supervise and support • Developing Teacher Leaders • Conduct learning walks as an active participant with IS to identify needs • Loop learning walk data back to teacher leader. Apply learning form data to school-wide professional development • Lead changes in the school

Peer learning networks and inquiry cycles are other forms of professional development that provide authentic, job-embedded learning.

The district provides **high-quality group-based professional development**. The focus is on developing principals’ leadership skills rather than on disseminating information. The learning activities are learner centered with opportunities to engage in collaborative learning and application of material rather than in directive instruction. The content focus is aligned with the district’s school leadership framework, school and district goals, and principal evaluation results.

¹⁰ Note: Adapted from Denver Public Schools (n.d.). *Job-embedded learning opportunities* [Artifact]. Reprinted with permission.

Several districts have tried to minimize information sharing in principal meetings by disseminating information through other formats. For example, Broward County Public Schools has streamlined informational communication from central office departments into a web system and Des Moines has streamlined information into a Monday Memo. Long Beach Unified School District has divided a full-day principal meeting into two separate meetings: an Operational Meeting and an Instruction Meeting. All information sharing happens in the Operational Meeting so that the Instructional Meeting can explicitly focus on building leadership skills, such as calibration exercises for teacher evaluation or article discussions and collaborative learning activities to build knowledge about effective instruction.

Similar to effective classroom instruction for students, effective instruction for principal group-based development includes learner-centered strategies. Table 3 includes possible strategies with examples in the context of developing principal skills to provide feedback to teachers.

Table 3. Examples of Effective Instructional Strategies for Principal Group-Based Professional Development

Strategy	Example of strategy applied to building principal skills to provide feedback to teachers
Case studies	Principals read a case study (or multiple case studies) related to providing feedback to teachers. They are given a prompt to discuss and identify implications for their practice.
Practice assignments	Principals observe an example video of classroom instruction for an unknown teacher and practice crafting and delivering feedback to the teacher.
Peer feedback	Principals bring artifacts from a teacher observation they conducted in their school, including the feedback they provided to the teacher. They are paired and peer review each other.
Consultancy	Principals use a consultancy protocol to solicit input on an authentic challenge they are having related to providing feedback to teachers.
Collaborative work products	Principals collaborate to create tools and processes to implement strong practices for teacher feedback, such as creating a template or a schedule.

Some districts have repurposed group meeting time with structured walkthroughs. Instead of attending a centralized meeting, the time is used for principals to visit each other's schools—often alongside central office curriculum and instruction staff—to observe classrooms with a particular focus and then provide peer feedback regarding leadership moves the principal could use to further school goals.

Regardless of the structure, principals view the professional development experiences as useful because they see how it relates to their individual and school needs. Districts help make these connections explicit by clearly naming leadership competencies from their school leadership frameworks in the professional development objectives (and prioritizing the competencies that were most commonly named as areas for improvement in principal evaluation results).

Next Steps Related to Professional Learning Opportunities: Moving from Problematic to Strong Practice

Districts can take the following first steps to improve professional learning opportunities they offer to principals. While these steps are insufficient for strong practice, they can be quick wins that move the district in the right direction.

- **Assess** your district's current professional learning opportunities to see if any revisions are necessary. Discuss reflections and opportunities for improvement with your team.

To what extent do you agree...	Strongly Disagree	Disagree	Agree	Strongly Agree
The district culture values and reinforces the need for continuous professional learning for principals.				
Each principal has identified at least one to three individualized professional learning goals.				
Principals have regular opportunities to receive explicit feedback on their leadership practice.				
Group-based principal professional development is relevant and useful for principals.				
Group-based principal professional development utilizes effective instructional strategies.				
Note areas where your district has strong practice related to professional learning opportunities for principals and discuss with your team:	Note areas where your district may need to improve professional learning opportunities for principals and discuss with your team:			

- Through the principal evaluation process, **tightly align individual goal-setting documents to leadership competencies** in the district's school leadership framework. Also have the principal and supervisor identify learning opportunities that the district will provide in support of those individual goals.
- **Expand opportunities for principals to receive feedback on their practice**, for example by:
 - Redefining the principal supervisor role to be focused on principal growth (see next section);
 - Offering principal coaches (e.g., retired principals); and/or
 - Creating or expanding structures for peer feedback (e.g., intervisitations with protocols).
- **Create a "menu" of learning opportunities** to help principals and supervisors identify actions they can take to support specific learning goals, such as the list of opportunities outlined by Denver Public Schools in Table 2. The menu could include structured, social, and job-embedded learning opportunities (as defined in Table 1).
- **Improve the quality of group professional development**, and ensure the district is not overrelying on group professional development to support and grow their principals. If district meetings—or some portion of the meetings—are intended to support principal learning, then ensure they are facilitated such that principals have opportunities to engage, make sense of new ideas, and practice applying learning. Also, ensure there is appropriate follow-up after the meetings to support principals as they grapple with new skills and learnings.

Key Component #2: Principal Supervisor Role

This section:

- Provides a **definition** of “principal supervisor role”;
- Describes **problematic (yet common) practice** related to principal supervisor role;
- Describes **strong practice** related to principal supervisor role; and
- Offers **next steps** for moving from problematic to strong practice related to principal supervisor role.

Definition of the “Principal Supervisor Role”

For the purposes of this guidebook, “principal supervisors” are the line managers to whom principals report. Principal supervisors play a key role in the district because they are the main interface between the schools and the central office. The titles can vary significantly across districts. As reported by the Gates Foundation, examples of titles can include:

- Assistant Superintendents (Pittsburgh Public Schools);
- Regional Superintendents (Memphis City Schools);
- Regional Executive Directors of Schools (Atlanta Public Schools);
- Instructional Superintendents (Denver Public Schools);
- Instructional Directors (Prince George’s County Public Schools);
- Area Superintendents (Aspire Public Schools);
- Area Leadership Directors (Hillsborough County Public Schools); and
- Learning Community Superintendent (Charlotte-Mecklenburg Schools).¹¹

In 2014, The Wallace Foundation launched a \$24 million Principal Supervisor Initiative (PSI) to incentivize districts to pursue the principal supervisor strategy. A [recent study](#) of the PSI found that these districts were able to successfully change the principal supervisor role so that they were spending more time in schools coaching principals and helping them become better instructional leaders.¹²

Problematic (Yet Common) Practice with the Principal Supervisor Role

The principal supervisor **role is focused on compliance**. The principal supervisor role was historically created to oversee schools to ensure they complied with federal, state, and district policies. Their time is often focused on reacting to administrative concerns stemming from facilities, parents, budgets, or student suspension appeals. They are often a communication channel through which the central office issues its directives, and then supervisors monitor schools to ensure implementation of these directives. The role can also be a catch-all for anything else that is needed.

The principal supervisor **role is often inconsistent**, even within the same district. Supervisors have different expectations of principals and themselves. So, while one supervisor might hold principals accountable for being instructional leaders who observe instruction and provide feedback to teachers,

¹¹ Jerald (2012).

¹² Goldring, Grissom, Rubin, Rogers, & Neel (2018).

another supervisor in the same district might focus on ensuring prompt responses to emails from the central office.

Caseloads are high. In a study of principal supervisors in six urban districts, the Council of the Great City Schools found that principal supervisors oversee an average of 24 schools each.¹³ With caseloads this large and little-to-no support staff, principal supervisors typically do not have sufficient time to visit schools frequently enough to deeply understand the strengths and weaknesses of their principals and the specific needs of the schools they oversee—let alone provide individualized support for principal development and problem solving. Even when caseloads are manageable, principal supervisors may find themselves pulled from their main task of supporting principals. They may be called into meetings, called back from schools to the central office to handle tasks that could be reassigned or handled at another time, or otherwise kept from spending the majority of their time working with principals.

Supervisors lack opportunities to collaborate. Supervisor work has often been siloed, with little time or structures that allow them to share practice or collaborate with one another. Furthermore, the district culture sometimes disincentivizes supervisors from working together. The position can often be politically charged because of their public visibility and sometimes because supervisors are in competition with each other for the next promotion.

Individuals in the role do not have experience coaching principals. Since the role has historically focused on compliance, it has often attracted individuals with a compliance orientation. Some districts, such as Des Moines Public Schools and Broward County Public Schools, have been successful in building the capacity of sitting supervisors to take on new roles and responsibilities. Other districts have needed to hire new people into the role who have better fits of experiences and mindset.

Principal supervisors **lack access to opportunities for their own professional growth** that would enable them to develop skills related to coaching principals. Furthermore, many supervisors have not had an opportunity to keep current with instructional practices that prepare students for college and careers. Supervisors often need development—particularly related to coaching instructional leadership—to be successful in their new role.

Selection processes for principal supervisors are problematic. They are nonexistent or do not enable the district to identify candidates who have skills best aligned with the new role of supervisors. Principal supervisors are often selected for the role because of who they know on school boards or in top-level district leadership or because of their compliance and administrative orientation.

Strong Practice Related to Principal Supervisor Role

Principal supervisors are primarily responsible for supporting principal growth and school improvement—as opposed to compliance monitoring. They spend the majority of their time in schools supporting principals in leading improvements in teaching and learning. They use a coaching stance to help principals set meaningful goals for improvement and develop the leadership skills that will help principals to achieve those goals. They help principals access expertise by connecting them to group professional development opportunities and/or resources such as books and tools available on the

¹³ Corcoran, et al. (2013).

internet. They also provide clear and actionable feedback that helps principals understand how their school and leadership practice can improve. See Figure 4 for an example of how the role is defined in Hillsborough County Public Schools.

Figure 4. Hillsborough County Public Schools Principal Supervisor Job Description¹⁴

<p>Area Superintendent Hillsborough County Public Schools Tampa, Florida</p> <p>Job description:</p> <p>Area Superintendent is a senior leadership position under the direction of the Superintendent of Schools and reporting directly to the Chief of Schools. Area Superintendents are responsible for recruiting, selecting, hiring, developing, supporting, evaluating and retaining high-quality school leaders in a specific geographic area of the district. They are responsible for helping principals increase their capacity to improve teaching and learning in their schools by providing coaching and training as well as through the directing of resources and support provided by the Area Leadership Team. They are also responsible for collaborating with district divisions in the oversight of school operations and safety and to assure proper implementation of district policies and procedures. They serve as a liaison between principals, district staff, school board members, and stakeholders.</p> <p>Specific duties will include:</p> <ul style="list-style-type: none"> • Working one-on-one with principals to grow their capacity as instructional leaders, who are able to ensure that safe and positive working and learning conditions are in place for students and teachers while keeping a laser-like focus on student achievement by improving teacher effectiveness. • Developing principal professional learning networks that support collaboration amongst principals in the area and providing professional development for principals based on individual and group learning needs. • Providing ongoing feedback to principals following site visits, classroom visits, and school meeting observations and evaluate principal practice based on data and evidence. • Gathering and utilizing data to drive professional development and improvement initiatives across the designated area of schools. • Managing and resolving high priority issues focused on safety and crisis management. • Supporting the improvement of school culture by regularly reviewing school improvement plans, discipline data, attendance data, school culture survey data and work with principals to support continued improvement. • Developing a leadership team of support-providers at the area office to address learning needs of principals and assistant principals as well as academic and cultural needs of the schools. • Regularly collaborating with Chief of Schools and other members of the Superintendent's cabinet to determine strong practices for supporting school building leaders • Leading or participating in district meetings and serving as a liaison between school leaders and district departments. <p>Skills and Competencies required: (see attached Area Superintendent Competency Rubric)</p> <ul style="list-style-type: none"> • Achievement Focus and Results Orientation • Instructional Expertise • Culture and Relationship Building • Managing and Developing People • Problem Solving and Strategic Change Management

Expectations are clearly codified, for example, in principal supervisor standards or explicit job descriptions. Expectations are aligned to the national principal supervisor standards—emphasizing the role in supporting principal growth and school improvement—and also clarifying any other responsibilities as well. See Table 4 for examples of how principal supervisor competencies can be described and organized. Principal supervisors understand the expectations of their newly defined role, including how to balance competing priorities.

¹⁴ Note: Adapted from Hillsborough County Public Schools (n.d.). *Principal supervisor job description* [Artifact]. Reprinted with permission.

Table 4. Examples of Principal Supervisor Standards and Competency Models

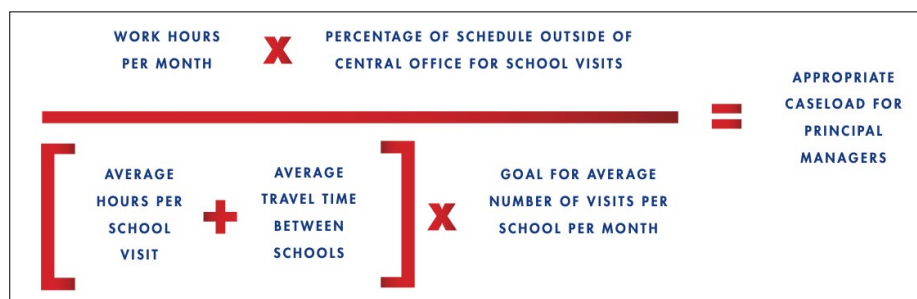
Model Principal Supervisor Professional Standards 2015 ¹⁵
<ol style="list-style-type: none"> 1. Principal Supervisors dedicate their time to helping principals grow as instructional leaders. 2. Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders. 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. 4. Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders. 5. Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning. 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.
New Leaders Principal Supervisor Competency Model ¹⁶
<ol style="list-style-type: none"> 1. Instructional Leadership 2. People Management & Development 3. Team Learning and Professional Development 4. Strategic Planning and Data-Driven Implementation 5. Communication and Stakeholder Engagement 6. Problem Solving 7. Systemic Thinking

Principal supervisors have caseloads that enable them to fulfill this role. Principal supervisors have sufficient time to visit schools on a regular basis (at least once every two weeks) and provide meaningful feedback because they oversee manageable caseloads of principals, depending on other assigned responsibilities. The following provides guidance for span of control, based on input from Paul Bambrick-Santoyo and corroborated by research conducted by The Bill and Melinda Gates Foundation:

"Assuming that a leader spends around 50-60 percent of his or her time visiting schools, a span of around seven generally allows for up to one visit per week per school; a span of 15 allows for an average of two visits per month per school; and a span of 30 generally limits the leader to one visit per month per school (p.37)."

The Gates Foundation recommends the following formula in Figure 5 to determine principal supervisor caseloads:¹⁷

Figure 5. Recommended Formula for Principal Supervisor Caseload



¹⁵ Council of Chief State School Officers. (2015).

¹⁶ New Leaders (2016).

¹⁷ Jerald (2012).

As shown in Table 5, districts participating in the Wallace Foundation’s Principal Supervisor Initiative lowered their span of control to an average of 10-15 principals per supervisor. Lowering the span of control is not a cure-all, however. Some districts struggled when they lowered span of control quickly because they did not have a deep bench of individuals with strong principal coaching skills to step into multiple principal supervisor vacancies. Cleveland purposefully decreased the span of control over time by opening one or two new positions per year.

Table 5. Span of Control for Districts in the Principal Supervisor Initiative¹⁸

	Pre-grant*	2015–2016**		2016–2017**	
	Mean	Mean	Range	Mean	Range
Baltimore	13	13	(9–16)	14	(12–17)
Broward	21	21	(15–25)	15	(11–19)
Cleveland	16	14	(14–15)	13	(11–15)
Des Moines	16	10	(8–11)	10	(8–11)
Long Beach	17	9	(3–12)	11	(9–13)
Minneapolis	17	10	(7–12)	10	(6–13)
Overall	17	13	(3–25)	12	(6–19)

Sources: * The Wallace Foundation 2014; ** Principal supervisor surveys.

As part of the process of lowering the span of control, districts thought strategically about how to group principal assignments to supervisors. These groupings are often referred to as “networks” and could be grouped by:

- Geographic region;
- Grade level;
- School performance; and
- School theme (e.g., magnet schools; Title I schools).

In addition to manageable caseloads, district leaders protect the time of principal supervisors so they spend it mostly with principals. In Granite School District, the principal supervisors worked together to figure out exactly how each of them was spending their time. They learned that central office staff wanted the principal supervisor voice in various meetings—the curriculum department wanted to be sure principals were represented when talking about curriculum, the human resources department wanted their input, and so on. They worked to divide and conquer these meetings by sending one principal supervisor as a representative and setting up a communication chain to be sure the one representative messaged back the key takeaways from the meeting. They also worked with high-level district leaders to set a guideline that the central office can only request them in meetings certain days of the week. That way, they were guaranteed at least 2-3 days per week that could be devoted 100% to visiting and working with principals in schools.

The **district effectively manages principal supervisor talent** through high-quality pipeline development, selection systems, and evaluation for principal supervisors.

¹⁸ Note: Adapted from Goldring et al, pg 15. (2018). Reprinted with permission.

The district builds a pipeline for the principal supervisor position by strategically identifying high-potential principals and providing them with development opportunities. Opportunities might include a formal principal supervisor preparation academy or more informal stretch assignments. For example, Tulsa Public Schools has created a two-year Learning Leaders program which identifies high-performing principals and pays them stipends for successful completion of the program. The program targets current or former principals who have demonstrated strong instructional skills, as well as the ability to coach others. The District of Columbia Public Schools and Cleveland Metropolitan School District have created similar programs.¹⁹

Another option recommended by New Leaders in its *Principal Supervisor Selection and Development Toolkit* is to provide explicit opportunities for principals to learn and practice skills necessary for the principal supervisor role. Examples of stretch assignments for instructional leadership are listed in Table 6.

Table 6. Examples of Stretch Assignments to Prepare Supervisor Pipeline²⁰

Opportunities for Preparation in the Principal Supervisor Pipeline	
In- Role Preparation as a Principal	Other Developmental Opportunities from the District
<p>Preparation for instructional leadership can begin at the assistant principal or teacher leader level, and should continue through the principalship. Future principal supervisors should have the ability to hone their skills by practicing:</p> <ul style="list-style-type: none"> • Monitoring instruction and providing detailed, actionable feedback to teachers through both informal and formal observation. • Matching school-wide instructional priorities to specific, prioritized needs for student learning, and ensuring that support and expectations for teachers are aligned to these priorities. • Creating and maintaining an effective culture of support and high expectations for students; successfully addressing student engagement, attendance, and behavior by creating positive systems for goal-setting and progress monitoring. • Faithful implementation of district-wide instructional initiatives, formative assessments, and guiding frameworks in ways that are responsive to school-specific context and goals. • Impacting student achievement outcomes through team and—ultimately—school-wide leadership. 	<ul style="list-style-type: none"> • Service on a central Curriculum Team, working on curricular alignment to standards on the district level, developing or advising on the selection of aligned curricula. • Service on a central Instructional Standards team, advising on the development or revision of the definition of instructional expectations within the system. • Work in a dedicated Curriculum and Instruction staff role for the district, especially those providing direct support to schools and school leaders around instructional strategies, assessments, or curriculum implementation.

The **district has high-quality systems to select principal supervisors**. The selection process is aligned to the principal supervisor standards and judges applicants based on a rigorous performance assessment process that is effective in selecting high-quality applicants. The New Leaders *Principal Supervisor Hiring Guidance Tool*²¹ recommends that districts consider a combination of:

- **Evidence in principal performance**, which includes evidence of effective leadership practice and outcomes in the principal role;
- **Behavioral interviewing**, which focuses on collecting specific, situation-based information; and
- **Simulations**, such as case studies, discrete leadership tasks, or role plays.

¹⁹ A description of the Cleveland Metropolitan School District aspiring principal-supervisor program, including the scope and sequence, can be found in Ikemoto & Waite (2018). [Shifting district culture to better support schools: The Cleveland Principal Supervisor Initiative](#). A description of the Tulsa and District of Columbia programs can be found in Salzman (2017). [Training the Trainers](#).

²⁰ Note: Adapted from New Leaders (2016). Reprinted with permission.

²¹ New Leaders (2016).

Table 7 explains how Tulsa Public Schools assesses candidates over time.

Table 7. Principal Supervisor Hiring Process in Tulsa Public Schools²²

Phase 1	<ul style="list-style-type: none"> • Central office staff screens candidate qualifications and certifications. • Central office staff conducts a screening telephone call with candidates.
Phase 2	<ul style="list-style-type: none"> • Candidates view a teacher video. • Candidates develop a "Personal Development Plan" for teacher featured in video.
Phase 3	<ul style="list-style-type: none"> • Candidates develop a 10-minute presentation to introduce the ILD process to principals. • Candidates make presentation to ILD team.
Phase 4	<ul style="list-style-type: none"> • Candidates develop an action plan based on a school case study and discuss plans one-on-one with the leadership development director. • Candidates role-play a conversation between an ILD and a principal for the ILD team.
Phase 5	<ul style="list-style-type: none"> • Final interviews with superintendent and deputy superintendent.

The district provides **high-quality professional development for principal supervisors**. Types of professional development opportunities for supervisors can include:

- Conferences and workshops, such as those offered by the National Principal Supervisor Summit, the NYC Leadership Academy, and the Center for Educational Leadership.
- Communities of Practice within a district for principal supervisors, with book study or other learning opportunities organized by the supervisors' supervisor, another district leader, or an external provider.
- One-on-one coaching and peer observation (Principal Supervisor Initiative districts indicated this type of support was the most beneficial).²³ Some districts have partnered with individual consultants or external organizations such as New Leaders, the NYC Leadership Academy, and the Center for Educational Leadership to provide ongoing coaching. In some districts, the supervisor of the principal supervisors provides the coaching. Regardless, coaching often consists of joining principal supervisors on school visits and providing feedback on how they conduct those visits and how they provide feedback to the principal and other school leaders.

Table 8 shows the timeline and content of principal supervisor training provided by the six districts that have been involved in the Wallace Principal Supervisor Initiative. One of these districts—Long Beach Unified School District—has created Principal Supervisor Lab Days to support supervisor learning, as described in Figure 6.

²² Note: Adapted from Tulsa Public Schools. (n.d.). *Principal supervisor hiring process* [Artifact]. Reprinted with permission.

²³ Goldring, et al. (2018).

Table 8. *Timeline and Content of Training Provided to Principal Supervisors*²⁴

	2014–2015 school year	2015–2016 school year	2016–2017 school year
Baltimore	–	<ul style="list-style-type: none"> Internally led trainings with high quality instruction focus, norming around student learning objectives Midyear supervisors began consistent work with technical assistance provider Some site-based 1-on-1 coaching focused on implementing technical assistance provider trainings 	<ul style="list-style-type: none"> Planning to implement technical assistance provider-led, instructional leadership-focused classroom and site-based training Weekly supervisor meetings to plan principal meetings with Curriculum Office Intermittent coaching check-ins with superiors for personalized skill development
Broward	<ul style="list-style-type: none"> Planning No systematic training program in place External conferences reported as main source of training 	<ul style="list-style-type: none"> Technical assistance provider-led training occurred regularly with strong focus on high quality instruction Classroom-based training focused on high quality instruction with site-based, 1-on-1 coaching to apply classroom knowledge and practices Optional technical assistance provider-led site-based training on identifying high quality instruction 	<ul style="list-style-type: none"> Focus on implementing 2015–2016 classroom learning with deliberate shift to site-based, 1-on-1 coaching with technical assistance provider Weekly collaborative school visits with 2 or 3 supervisors to practice skills and routines and to calibrate practice for consistency (occasionally attended by technical assistance provider coach) Monday meetings are a forum for feedback from school visits with dedicated time for disseminating information
Cleveland	<ul style="list-style-type: none"> Planning with some implementation Monthly meetings for training technical assistance provider, but training lacked coherence Classroom- and site-based with focus on high quality instruction and developing coaching skills 	<ul style="list-style-type: none"> District hired former technical assistance provider trainer to develop and run supervisor training program Supervisors engaged in a training program that met regularly Classroom- and site-based training focused on coaching and improving school performance Site-based lab days for collaborative advice and feedback among supervisors 	<ul style="list-style-type: none"> Continued regular training with emphasis on aligning instruction to standards, familiarizing supervisors with curricula and content Some site-based heavily personalized 1-on-1 coaching
Des Moines	<ul style="list-style-type: none"> Supervisors engaged in a coherent training program that met regularly and relied heavily on technical assistance providers Primarily classroom-based with focus on understanding high quality instruction, alignment with instructional framework 	<ul style="list-style-type: none"> Continuation of 2014–2015 training Deeper engagement in recognizing and calibrating high quality instruction Occasional technical assistance provider-led 1-on-1 coaching Mix of classroom- and site-based training 	<ul style="list-style-type: none"> Strong focus on high quality instruction Most trainings are technical assistance provider-led, site-based, and focused on identifying high quality instruction, coaching principals to drive rigorous instruction, and leadership walks Technical assistance provider-led, site-based observation and coaching of supervisors based on work with principals
Long Beach	<ul style="list-style-type: none"> Supervisors engaged in a coherent training program that met regularly led by technical assistance providers; training with strong district input Heavy focus on developing instructional leadership and implementing new principal evaluation system with fidelity, developing coaching skills Classroom trainings and site-based 1-on-1 coaching 	<ul style="list-style-type: none"> Monthly daylong collaboration and planning meetings covering supervisor goal-setting and evaluation development, collaborative sharing of knowledge and problem solving, data use training, and lab day reflections Site-based lab days for supervisor skill building with on-the-spot feedback and coaching Technical assistance provider-led, site-based 1-on-1 coaching 	<ul style="list-style-type: none"> Monthly collaboration and planning meetings are a mix of planning, problem solving, and training Focus on piloting supervisor evaluation, data use, curriculum implementation, norming practices, coaching skills, providing verbal and written feedback Mixed internal and technical assistance provider-led 1-on-1 site-based coaching Monthly executive coaching via phone on managing the demands of the job Lab days
Minneapolis	<ul style="list-style-type: none"> Planning No systematic training program in place Intermittent meetings focused on team building to develop supervisor cohesion 	<ul style="list-style-type: none"> Regular technical assistance provider-led, high quality, instruction-focused training with emphasis on learning walks, standards, data use, developing routines, and calibrating supervisor practice Infrequent meetings to share practices and ideas 	<ul style="list-style-type: none"> Technical assistance provider-led classroom-based training focused on developing coaching skill and work routines Regular meetings with department head at times devoted to training Site-based and remote technical assistance provider-led 1-on-1 coaching

Source: Interviews with central office staff and training agendas.

24 Note: Adapted from Goldring, et al, pg 24. (2018). Reprinted with permission.

Figure 6. Overview of Long Beach Unified School District Principal Supervisor Lab Days²⁵

Principal Supervisor Lab Day – 2017-2018
<p>The LBUSD Principal Supervisor Lab Day has been designed to provide principal supervisors with an authentic opportunity to share their work, to practice and build their coaching skills in service to principals and to contribute to a consistent approach to principal supervision across the district. Each component of the Lab Day has been designed to grow the group at an individual or group level.</p> <p>Host Site Focus</p> <p>Opening The purpose of this component of the Lab Day is for principal supervisors to gain an understanding of the principal's level of performance and current goals and the host principal supervisor's approach to working with the principal in Teaching & Learning + Strategy & Planning and/or Supervision, Evaluation & Employee Development. (Other evaluation domains may be addressed in this segment if the focus for the visit aligns with them.) This opening session is designed to create a context for the Lab Day and may also be used to highlight effective practice.</p> <p>School Walkthrough and Coaching Practice The purpose of this component of the Lab Day is for principal supervisors to practice using common observation tools/protocols and practice their coaching skills following each classroom visit and throughout the visits as patterns and trends in teaching and learning emerge. This component is designed to emulate the time spent in classrooms during principal supervisors' monthly site visits and to increase the impact of those visits through practice and calibration. Whenever possible, Level Teams (e.g. Elementary, High School), will remain together to build small group calibration across a level.</p> <p>Debrief - Coaching Moves and/or System-Level Instructional Implications The purpose of this component is to discuss the use of the common tools and coaching strategies, and/or to identify any work that may need to be done individually and collectively in the area of instructional leadership to support improved teaching.</p> <p>Application of Learning</p> <p>Case Study or Problem of Practice The case study or problem of practice component of the Lab Day engages all principal supervisors in cross-level groups, using one another as resources. Through dialogue, principal supervisors build trust, consistent approaches/practice and help one another to prepare for impactful coaching conversations with principals.</p> <p>Closure The purpose of this component is to collect principal supervisor next steps that emerged from the day, in regard to the defining and standard objectives and central problem of practice for the day.</p>

The **district has high-quality systems to evaluate principal supervisors**. Similar to effective principal evaluation, the evaluation system for principal supervisors is based on clear expectations for performance and uses varied and valid measures through effective processes that support ongoing professional growth.

For example, Long Beach Unified School District has created a Principal Supervisor Evaluation Handbook that defines principal supervisor standards and indicators, provides rubrics that define practice at each level of performance, and outlines evidence that will be used to judge performance. The document also describes the processes involved in the evaluation (see Figure 7).

25 Note: Adapted from Long Beach Unified School District. (2017). *Principal supervisor lab day: 2017-18* [Artifact]. Reprinted with permission.

Figure 7. Overview of Supervisor Evaluation Process in Long Beach Unified School District²⁶



26 Note: Adapted from Long Beach Unified School District. (2017). *Principal supervisor evaluation handbook* [Unpublished report]. Reprinted with permission.

Next Steps: Moving from Problematic to Strong Practice with the Principal Supervisor Role

Districts can take the following first steps to improve effectiveness of how the principal supervisor role is defined and managed. While these steps are insufficient for strong practice, they can be quick wins that move the district in the right direction.

- **Assess** how your district currently defines and manages the principal supervisor role to see if any revisions are necessary. Discuss reflections and opportunities for improvement with your team.

To what extent do you agree...	Strongly Disagree	Disagree	Agree	Strongly Agree
Principal supervisors are primarily responsible for supporting principal growth and school improvement.				
Principal supervisors have caseloads that enable them to support principal growth and school improvement.				
Principal supervisor role expectations are clearly codified; for example, in principal supervisor standards or explicit job descriptions.				
Principal supervisors have opportunities to collaborate with one another.				
The district builds a pipeline for the principal supervisor position.				
The district has high-quality systems to select principal supervisors.				
The district provides high-quality professional development for principal supervisors.				
The district has high-quality systems to evaluate principal supervisors.				
Note areas where your district has strong practice related to how the principal supervisor role is defined and managed and discuss with your team:	Note areas where your district may need to improve how the principal supervisor role is defined and managed and discuss with your team:			

- **Free up time of principal supervisors to spend more time in schools.** Consider decreasing the number of central office meetings they are required to attend and determine whether any of their administrative duties could be offloaded to other staff or departments.
- **Draft new job descriptions for principal supervisors.** This was a common quick win among districts in the Principal Supervisor Initiative.
- **Lower the span of control of principal supervisors.** In most cases, this strategy must be pursued as part of the budget process and requires buy-in from school board members.

Therefore, it can be helpful to begin building buy-in for this investment by helping key stakeholder groups understand the potential of the supervisor strategy and how it will support the district in achieving desired student outcomes.

- **Make strategic decisions about how to assign principals to supervisors;** that is, how networks will be defined.
- **Strategically build the supervisor pipeline** by identifying potential candidates for principal supervisor positions and developing their skills through stretch assignments.
- **Create a performance-based supervisor selection process** aligned with expectations of the role.
- **Provide learning opportunities for supervisors** currently serving in the role.

Key Component #3: District Systems

This section:

- Provides a **definition** of “district systems”;
- Describes **problematic (yet common) practice** related to district systems;
- Describes **strong practice** related to district systems; and
- Offers **next steps** for moving from problematic to strong practice related to district systems.

Definition of “District Systems”

For the purposes of this guidebook, there are four “district systems” that are particularly relevant to principal supervision and learning: the district culture, the organizational structure, the coherence of PTM practices, and the continuous improvement processes.

The district culture refers to the organizational norms, values, and attitudes related to principal learning and supervision. The district culture and its organization can either reinforce an orientation towards compliance or commitment. See Table 9 for a description of these two types of culture. Research has shown that districts that improve student outcomes use collective leadership that builds commitment to shared goals.

Table 9. Compliance Versus Commitment-Oriented Cultures

Compliance	Commitment
Manager is the thinker and planner; employee is the doer. Manager presents employee with a list of tasks, with little-to-no explanation about the rationale or the “why” of the task. Manager gives the answer, as opposed to helping employee come to the answer.	Manager and employee participate together in goal setting, making decisions, and solving problems. Manager supports employee in finding the answer instead of giving it.

The organizational structure refers to the line management of functions within the district central office, including how responsibilities are assigned across departments and roles. Most principals report to principal supervisors who in turn report to a chief-level officer. For example, Figure 8 lists the titles of principal supervisors and their supervisors for six districts. Organizational structure also refers to the number and types of other positions, such as whether principal supervisors have other staff—such as principal coaches or data analysts—reporting directly to them and available to share responsibilities related to supporting principals. The organizational structure also reflects choices about where responsibilities are assigned. For example, parent complaints are sometimes handled by principal supervisors but are other times assigned to a separate office of constituent services and this office might be line managed by a different chief-level officer.

Figure 8. Central office organizational structures for supervisors in the PSI districts, 2016-2017 school year²⁷

	Supervisor title	Department	Immediate supervisor	Levels removed from superintendent
Baltimore	Instructional leadership executive director (ILED) or senior ILED	Office of Academics	Chief academic officer	Two ^a
Broward	Cadre director	Office of School Performance and Accountability (OSPA)	Chief of OSPA	Two
Cleveland	Network support leader	Office of Academics	Chief academic officer	Two
Des Moines	Director	Office of Schools	Executive directors (two)	Three
Long Beach	Assistant superintendent or director	Office of Schools	Deputy superintendent of schools	Two
Minneapolis	Associate superintendent	Office of Schools	Chief of schools	Two

Sources: District interviews; artifacts collected during site visits (such as job descriptions and district organizational charts).

^aInitially, the supervisor position in the district was three levels removed from the district superintendent.

The coherence of PTM practices refers to alignment among various PTM components, such as pipeline development, recruitment and selection, learning, supervision, and performance evaluation. It also refers to alignment to state or district research-based performance standards or competencies.²⁸

The continuous improvement of supervision and learning refers to ways in which the broader district system enables district leaders to monitor implementation of supervision and learning strategies so that improvements can be identified. Districts often have processes or habits that enable continuous improvement, such as inquiry cycles with set timeframes and protocols for identifying strategies, collecting data, and reflecting for improvement. When these structures already exist, they can be leveraged to improve supervision and learning strategies in particular.

Problematic (Yet Common) Practice vs. Strong Practice Related to the District System

Central offices have a hierarchical command and control relationship with schools. They have institutionalized norms and practices that reinforce a **top-down compliance culture**. Implementation follow-up is characterized by “gotcha” checklists and accusations when initiatives are not implemented as intended. Many times, district staff will describe an “us- versus-them” mentality. Implementation problems are presumed to be the fault of school-level lack of will, skill, or capacity, as opposed to the fault of poorly conceived design, hasty rollout, or inadequate support.

Central office **lacks a culture of “customer service”** in which central office departments value being supportive and responsive to schools so that schools can focus on meeting the needs of the ultimate

²⁷ Note: Adapted from Goldring, et al, pg 49. (2018). Reprinted with permission.

²⁸ For a description of all the components in the Principal Talent Management Framework, see <https://www.bushcenter.org/publications/resources-reports/reports/framework-principal-talent-management.html>.

customer: students. Instead, central office staff issue directives or requests of schools that suggest they expect school staff to serve them and their departments.

Principal talent management policies and practices are created in silos. For example, districts often design group professional development for principals without clear alignment to:

- Principal evaluation results: The topics for group professional development are often chosen without an analysis of strengths and weaknesses to determine common areas of need as identified by principal performance evaluations.
- School and district goals: Professional development designers often fail to make the case for how particular topics for group professional development will further school and district goals.
- Leadership framework: Group professional development often does not directly and explicitly address leadership competencies as outlined by the district leadership framework.

As a result, principals often question choices about topics that are chosen for their group professional development and report that they are not useful.

Professional development opportunities provided by supervisors can lack consistency and alignment. Each principal supervisor often has their own approach to supporting professional learning of their principals. They typically determine how to roll out training for districtwide initiatives in silos, leading to different approaches that result in principals across the district having inconsistent information about the initiatives and ability to implement them.

Principal supervisors often each have their own individual approach to working with principals, such as how they conduct school visits and follow up. Some have expertise and training in leadership coaching, while others do not. Some align their school visits to individual principals' learning goals, while others do not.

Districts rarely monitor implementation of professional learning strategies. For example, they may set up a system for principals to set individual professional learning goals, but then they fail to track whether the system was implemented as intended and whether principals are receiving the professional learning supports for their goals. Since they do not track implementation, districts struggle to know whether particular strategies should be continued or whether new or different strategies are needed.

Strong Practice Related to the District System

Central office structures and culture reinforce a principal supervisor role focused on principal growth and school improvement. The district sets expectations and boundaries that enable principal supervisors to shift their role. Depending on the size of a district, principal supervisors typically report to a chief of schools or a deputy superintendent. This person plays a critical role in shifting district norms and practices to be more supportive of principal supervisors spending time in schools, with principals focused on instructional leadership. For example, in Denver Public Schools, the supervisor of principal supervisors set an expectation that all district meetings that required principal supervisor attendance would be held on Wednesdays, so that their time in schools was protected the other days of the week.

In addition to limiting operational and compliance work, districts also restructure other roles and

responsibilities within the central office to offload as much of this work from principal supervisors as possible, thereby freeing them up to focus on teaching and learning. Districts might create roles such as a community ombudsman to handle complaints from parents and community members or networks of support that assign members of operational offices (e.g., finance, technology, transportation, etc.) to support the needs of particular networks of schools.

For example, Chesterfield County Public Schools has created an Office of Constituent Services to relieve principal supervisors of the time-consuming task of responding to parent and community questions and complaints. Broward County created an Office of Service Quality, which includes three assistant directors who are veteran administrators in the district and are each responsible for addressing noninstructional needs of a third of the district schools (approximately 80 schools each). Des Moines Public Schools has also offloaded many administrative duties from the supervisors (known as Directors) to their supervisors (known as Executive Directors). Examples of administrative tasks removed from principal supervisors are listed in Table 10. The district also implemented a first-responder system in which each central office department had a designated person whom schools could contact for any question they wanted to direct to that department.

Table 10. Examples of Administrative Duties Offloaded from Principal Supervisors

Broward County Public Schools	Des Moines Public Schools
Assistant Directors have offloaded: <ul style="list-style-type: none"> • Student transfers • Facilities issues • Bullying and suspension appeals • Crises, such as bomb threats • Signatures for leases; field trips • Addressing parent concerns and needs of parent-teacher-student associations 	Executive Directors have offloaded: <ul style="list-style-type: none"> • Parent complaints • Staff concerns • Facilities issues • School budgeting issues • Adjudicating serious student behavior issues

Central office staff make school priorities their priority. In order for principals to focus on leading instructional improvement, the district culture honors the goals and priorities schools set to address their student needs and limits distractions that force principals to focus on operational or compliance issues that are not as relevant to student outcomes. The district structure also reinforces expectations that central office staff orient their work to be in services of schools and that district leadership holds central offices accountable by gathering input from principals on the quality of central office service and support. Performance evaluations of central office staff reinforce a customer service mentality.

Gwinnett County Public Schools (GCPS), for example, has a strong districtwide culture in support of effective school leadership as a means towards driving better student achievement results. This is demonstrated in many ways, such as the deep involvement of all senior leaders, including the superintendent in the district’s principal pipeline training sessions. District leaders clearly, consistently, and pervasively communicate to GCPS central office staff that their primary responsibility is to improve teaching and learning, which can be achieved by supporting school leaders. The district mantra as expressed by its superintendent is, “There are two kinds of employees in this district—those who teach and those who support those who teach.” According to the Gwinnett superintendent, as well as several other district superintendents, it is critical for this messaging to start at the top.

"There are two kinds of employees in this district—those who teach and those who support those who teach."

— Superintendent Wilbanks

Several districts (Denver Public Schools, Des Moines Public Schools, and Cleveland Metropolitan School District, to name a few) have created networks of support to organize central office structures in service of schools. For example, in Cleveland, each principal supervisor, known as a *network support leader*, oversees a network support team that typically consists of an action team coach, a barrier breaker, and individuals (referred to as "partners") from various central office departments. They directly manage the action team coach and barrier breaker but not the partners who are line managed by their departments. Partners represent the following departments: finance, talent, special education, curriculum and instruction, family and community engagement, humanware (social and emotional learning), operations, and athletics. Individual partners can be assigned to one or two networks. One attendance partner supports all networks. Four behavior specialists each support two networks. The principal supervisors also share an administrator, who provides administrative assistance across multiple networks. One principal supervisor explained how the new structure helped orient central office more towards serving principals:

"Originally, in the first three years [of the network structure], the network partners would say, 'Here's what you're able to do,' and the principal would have to figure out how to operationalize a plan around the department plan. Now, the principal says, 'Here's what I need,' and 'Here's what I need you to do, partners,' and department partners go back and figure out how to make that happen."²⁹

A district culture that serves principals and schools tries to limit administrative burdens on principals (e.g., by gathering school data from other departments rather than requesting it of the school). By limiting administrative work or taking it off of principals' plates, central office allows principals and their supervisors to focus more on instruction, making school priorities (teaching and learning) the district priorities.

New Leaders has created a tool to help district leaders think through how to design their networks as they work to redefine the principal supervisor role. Figure 9 summarizes some of the key considerations outlined by New Leaders.

²⁹ Ikemoto & Waite (2018).

Figure 9. Network Design Considerations³⁰

	A. How many schools in a network? What will be the ratio of principal supervisors to schools?	B. What other district-wide policy and procedure-setting responsibilities will principal supervisors have, as both senior district leaders and representatives of the school-based perspective in the central office?	C. How will resources be accessed by the networks? Are there other team members?
Network Span of Control	<p>Starting with a target ratio of no more than 12 schools per principal supervisor, districts should establish their own firm guideline for the span of control for principals, weighing district conditions with decisions around questions #1, 2, and 3. In addition to overall recommendations for network size, districts should consider decreasing caseloads in specific networks based on the following criteria:</p> <ul style="list-style-type: none"> • Number of low-performing schools in the network, which need additional, intensive support. • Number of middle and high schools in the network, which may require specialization and additional support. • Principal supervisor's level of experience, where newer principal supervisors may need a smaller case load while learning the job. 	<p>Principal supervisors serve a crucial leadership role bridging district-wide priorities and policy with their actual implementation at the school-level. Districts have to navigate the right structures and forums to give principal supervisors and—through them—their schools a voice in the formation of these strategies, but they must also protect principal supervisors' time for direct engagement with and management of their network.</p> <p>Some potential areas of input include:</p> <ul style="list-style-type: none"> • District-wide instructional priorities and support – programs and staff development resources. • Human capital practices, especially hiring, evaluation, and talent development. • Budget practices and priorities • Community engagement and district-wide policies on student attendance, engagement, and discipline. 	<p>Principal supervisors serve in a connector role, supporting schools in implementing district-wide priorities and initiatives and matching resources to differentiated school needs. As part of central office redesign, districts should consider:</p> <ul style="list-style-type: none"> • What areas require dedicated resources for schools and networks? • Which team members—if any—should report directly to the principal supervisor as part of the network team? • Which team members from other departments should have a “matrix” reporting role to the principal supervisor? • What role—if any—should principal supervisors have in brokering connections to central office resources? How is this formalized in the district structure?
Network Structure	<p>D. How will schools be grouped into networks?</p> <p>Districts should match their network structure to their theory of action for school-level change and their strategic priorities, as well as conditions on the ground, considering first what the overriding design principle will be (first tier considerations) and then other factors for confirming the network structure:</p> <p>First Tier: Grade-level or feeder pattern structure as the overall design principle, and will there be any networks “carved out” of this overall architecture based on specific needs?</p> <p>Second Tier: Within the overall network architecture, what are the impacts of considering:</p> <ul style="list-style-type: none"> • Student outcomes and school performance—either heterogeneous or homogeneous network structures? • Geographic networks? <p>Once networks are determined, these considerations should also guide the matching of principal supervisors and networks.</p>		

Districts with strong alignment have a school leadership framework that clearly defines skills and knowledge of effective principals.³¹ All strategies for principal learning and supervision are closely aligned with the framework. For example, principals set individual professional learning goals that are explicitly aligned with competencies from the school leadership framework. Professional development sessions state objectives that specify leadership competencies from the school leadership framework that are addressed by the session.

³⁰ Note: Adapted from New Leaders (2016). Reprinted with permission.

³¹ For a detailed description of school leadership frameworks, including strong practices and examples, see the [Principal Performance Evaluation Guidebook](https://gwbcenrimgix.net/Publications/Resources/GWBI-Principal-Performance-Guidebook.pdf). Retrieved from <https://gwbcenrimgix.net/Publications/Resources/GWBI-Principal-Performance-Guidebook.pdf>.

For example, the Hillsborough County Public Schools recruitment and selection process is closely linked to the HCPS School Leader Competency Rubric, which provides a comprehensive and consistent definition of what it means to be a successful school principal in the district and an effective instructional leader. Not only does this rubric describe what an effective principal looks like in HCPS, it also maps the performance of each of the key elements over the course of a principal's career. The rubric also details expectations throughout all stages of school leadership—from an aspiring principal to an experienced principal. As shown in Figure 2, Hillsborough's School Leader Goal Setting and Professional Learning Plan explicitly identifies competencies from the framework that the plan addresses.

Districts that have a school leadership framework can more easily align all components of their principal talent management. Aspiring and sitting school leaders develop a clear understanding of effective leadership when the same set of competencies are used to guide their pipeline development, selection, professional learning, and evaluation. A clear vision of effective leadership provides clear signals to school leaders on how they should prioritize and improve their practice over time.

Strong districts create collaborative processes for designing professional learning opportunities for principals. Principal supervisors collaborate to build a consistent focus and approach to their meetings with principals. They also work together to define a common approach to coaching principals, including collaborating together to create common school visit protocols.

Central office staff who lead group professional development for principals gather systematic input from principals and/or their supervisors to determine topics to address. They create a scope and sequence for the year that reflects alignment with district and school goals, as well as with the school leadership framework and principal evaluation results. They communicate the connections so that principals clearly understand how professional learning opportunities are designed to further their work and needs.

Strong districts continuously assess their learning and supervision practices relative to strong practices and identify opportunities for improvement. They also monitor implementation of their learning and supervision strategies to determine whether they are being implemented as intended and having the desired effect. For example, if they redesign the principal supervisor role to provide more leadership coaching for principals, they collect feedback from principals on their experiences with the coaching and their perceptions of its usefulness. They reflect to determine which strategies worked or which didn't work and make adjustments accordingly. Strong districts work to improve the effectiveness and efficiency of their learning and supervision strategies.

Next Steps: Moving from Problematic to Strong Practice Related to District Systems

Districts can take the following first steps to improve district systems that support principal learning and supervisions. While these steps are insufficient for strong practice, they can be quick wins that move the district in the right direction.

- **Assess** your district's current district systems to see if any revisions are necessary. Discuss reflections and opportunities for improvement with your team.

To what extent do you agree...	Strongly Disagree	Disagree	Agree	Strongly Agree
The district limits operational and compliance work of principal supervisors so they can focus on supporting schools in improving teaching and learning.				
Central office departments support the goals and priorities schools set to address their student needs, making school priorities their priorities.				
Central office departments limit administrative burdens on principals.				
Principal learning and supervision strategies are aligned to a common vision of effective school leadership (e.g., a school leadership framework).				
Professional learning opportunities are systematically planned to create alignment and consistency.				
My district monitors implementation of strategies related to principal professional learning and supervision.				
My district systematically reflects and identifies improvements for principal professional learning and supervision.				
Note areas where your district has strong practice related to district systems and discuss with your team:	Note areas where your district may need to improve district systems and discuss with your team:			

- Have the district superintendent **set expectations for a culture of support** and explain how it will enable the district to achieve its goals of improved student outcomes.
- **Identify administrative duties that can be taken off of principal and supervisor plates** AND identify who will be responsible for those tasks moving forward.
- Align group professional development to your district's **school leadership framework**.
- Determine whether existing systems **for continuous improvement** can be used to monitor and improve strategies for principal learning and supervision.
- Use the **reflection questions** in this guidebook to assess your district's principal learning and supervision strategies relative to strong practices.

Districts to Watch

The following districts are illustrative examples of the strong practices in action. They include:

- Denver Public Schools: Individualized, Job-Embedded Learning Experiences
- Cleveland Metropolitan School District: Principal Supervisors as a Source of Principal Development

Denver Public Schools: Individualized, Job-Embedded Learning Experiences

Starting in 2017, the Denver Public Schools (DPS) began thinking about leader development as a continuum of growth and development, beginning with teacher leaders and continuing to the principal supervisor position. At each level of the career trajectory, DPS ensures that individuals have opportunities to develop skills for their current role, plus skills needed for a future role. This means that teachers begin practicing skills like leading a team meeting before they assume a teacher-leader position. Likewise, teacher leaders practice skills needed to be assistant principals, assistant principals practice skills needed to be principals, and principals practice skills needed to be principal supervisors.

DPS revised its Framework for Effective School Leadership to describe leadership standards not just at the principal level but also to include descriptions of the standards for assistant principals, members of the instructional leadership team, and teacher leaders. Effectiveness is defined for each level of leadership for each competency in the framework, as shown in Table 11.

Table 11. Denver Public Schools Framework for Effective School Leadership³²

	PRINCIPAL	ASSISTANT PRINCIPAL	LEADERS OF OTHERS	SENIOR/TEAM LEAD
Instructional Expertise	Builds, develops and empowers the school's Instructional Leadership Team to ensure all students engage in joyful, rigorous, and personalized learning and demonstrate high academic achievement	Builds the capacity of team leads and/or teachers to ensure all students engage in joyful, rigorous, and personalized learning and demonstrate high academic achievement	Develops and/or influences a team of educators' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement	Develops a team of teachers' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement
Vision & Strategy	Drives a schoolwide compelling vision of equity through strategic planning, change leadership and school improvement, and innovative practices	Implements and invests stakeholders in the school's vision through strategic planning, change leadership and school improvement, and innovative practices	Invests others in the school's vision through strategic planning, change leadership and innovative practices	Invests team in the school's vision through strategic planning, change leadership and innovative practices
People & Culture	Recruits, selects, retains and grows a highly effective leadership team and staff, developing a culture of continuous learning that maximizes staff and student morale and performance	Selects, retains and grows a highly effective team of teachers and/or leaders, developing a team culture of continuous learning that maximizes staff and student morale and performance	Supports efforts to grow key talent and develop a culture of continuous learning that maximizes staff and student morale and performance	Builds instructional and leadership capacity among a team of teachers, developing a team culture of continuous learning that maximizes staff and student morale and performance
Community & Equity	Leads a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members	Develops a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members	Contributes to and/or develops a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members	Contributes to a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members
Personal & Values	Inspires others through values-driven, reflective and resilient leadership	Models values-driven, reflective and resilient leadership	Demonstrates values-driven, reflective and resilient leadership	Demonstrates values-driven, reflective and resilient leadership
Oper. & Organ.	Achieves school goals by driving results, maximizing resources and ensuring effective management of school systems and operations	Achieves schoolwide and/or team goals by driving results, maximizing resources, and ensuring effective management of school and/or team systems and operations	Achieves team and/or program goals by driving results, maximizing resources and ensuring effective management of systems and operations	Achieves team goals by driving results, maximizing resources and ensuring effective management of team systems and operations

32 Note: Adapted from Denver Public Schools (n.d.) *LEAD framework* [Unpublished report]. Reprinted with permission.

Believing deeply in the importance of job-embedded opportunities for practice, Denver Public Schools created a menu of learning experiences that could be assigned to individuals at each stage of their development. District leaders conducted focus groups of various stakeholders and asked two essential questions:

- Learning: In order to progress to the next phase of development, what needs to be learned, practiced, and demonstrated in this phase?
- Experiences: What learning experiences would provide individuals in this phase with the opportunity to learn, practice, and demonstrate mastery of identified learnings?

Through this process, the district realized that within each role, there are phases of development: novice, intermediate, and mastery—and appropriate experiences can vary across these phases. As an example, see the chart in Table 2 that depicts the learning experiences the process generated for each phase of assistant principal development in the area of instructional leadership.

Denver Public Schools ensures that each individual in the leadership pipeline has worked with their supervisor to identify areas of growth (aligned with their performance evaluation) and job-embedded learning experiences that will help them develop in that area.

Cleveland Metropolitan School District: Principal Supervisors as a Source of Principal Development

Based on research and successes of other districts (and with financial support from the Wallace Foundation), the Cleveland Metropolitan School District (CMSD) decided to redesign the principal supervisor role and create networks of support as a major strategy for improving effectiveness of school leadership and ultimately, improving student outcomes.

Prior to this initiative, the principal supervisor role was focused on oversight and compliance. Principal supervisors were the authority figures who issued directives that schools followed. In the words of one principal supervisor:

“One of the things that the job was at the beginning was compliance. Our role was to ensure budgets are in line; there was order in the schools. Our job was a lot of making sure things are on time and making sure schools were complying with special education requirements.”

The principal supervisor role now consists of four main responsibilities: 1) building the instructional leadership capacity of school leaders, 2) facilitating support for schools, 3) informing and implementing district policy, and 4) monitoring compliance. Broadly, principal supervisors in Cleveland are in charge of a group of schools and are in the end responsible for student achievement in those schools.

The principal supervisors’ span of control was lowered (to approximately 10 to 15 schools each) so that they could focus on their most important role: developing principals as instructional leaders. Principal supervisors coach school leaders to observe instruction, identify whether certain features of instruction are present or absent, and effectively give teachers meaningful feedback on their instruction. In this way, principal supervisors transmit the district’s vision for rigorous quality instruction to school sites. One principal supervisor described this work as follows:

"The most common visit we do is a walkthrough of the building with a focus on things in the academic achievement plan (their school improvement plan). We focus on two to three strategies; we visit four to five classrooms; and we spend six to seven minutes in each classroom to norm. After that 40-minute walkthrough, we debrief. [We answer the question:] Where do we see need for improvement?"

These walkthroughs are intended to support principals' understanding of effective instructional practice, as well as their leadership practice to support improved practice.

Principal supervisors also develop principals through group professional development. Principal supervisors run monthly network meetings. During the monthly meetings, they develop principals' instructional knowledge and try to norm across schools on rigorous instruction. For example, principal supervisors unpack standards with principals and train them on how to identify high-quality instructional strategies in classroom instruction. One principal supervisor described this work as follows:

"Professional development is guided by a yearlong plan that I craft with our team in the summer. It is aligned with the goals of our CAO. We have specific math and ELA goals for every school. We also set targets and goals for individual principals. In the coaching plan, we have analyzed their strengths and weaknesses and we know what supports they will need. In terms of [group] PD, we have [group] goals that ... are aligned [to individual goals and district goals], like aligning math instruction to the standards. We might look at work samples in the [group] PD. We look for trends and try to facilitate larger understanding in that area."

Learn More

This guidebook on principal learning and supervision is designed to be a resource for district leaders who want to improve their practice in these areas. It suggests that districts should focus on four components: 1) professional learning opportunities for principals; 2) principal supervisor role definition; 3) district culture and organization; and 4) talent management of supervisors. These components are interrelated and must be addressed coherently to maximize impact of improvements in any one area. In addition, principal learning and supervision should be guided by the district's school leadership framework and be linked to other principal talent management areas, such as: Preparation, Recruitment and Selection, Evaluation, Compensation and Incentives, and Working Environment.

In addition to what we have highlighted in this guidebook, we have also included several appendices for your reference. These include:

- **Appendix A:** Summary of Strong practices—one-page summary of strong practices for each of the four components of principal learning and supervision.
- **Appendix B:** Additional Resources—recommended resources designed specifically to support district leaders working to improve principal learning and supervision as well as an annotated bibliography.
- **Appendix C:** Organizational Reporting Structures—examples of how three districts have organized the reporting structure for their principal supervisors.
- **Appendix D:** Job Descriptions—five examples of principal supervisor job descriptions.

Appendix A: Summary of Strong practices in Principal Learning and Supervision

The Bush Institute has distilled prior learning from research and practice into three key areas of principal learning and supervision:

1. The district provides **high-quality professional learning opportunities** for principals.
2. The district defines and manages the **principal supervisor role** in a way that focused supervisors' work on supporting principal growth.
3. The **district system** explicitly and coherently reinforces principal learning and supervision.

This appendix elaborates on each of the three strong practices.

The district provides high-quality professional learning opportunities for principals.

- The **district provides high-quality group-based professional development**. The focus is on developing principals' leadership skills rather than on disseminating information. The learning activities are learner centered with opportunities to engage in collaborative learning and application of material rather than directive instruction. The content focus is aligned with the district's school leadership framework, school and district goals, and principal evaluation results.
- The district provides all principals with **individualized development connected to their performance evaluation**. Each principal has identified—in partnership with their supervisor (and likely as part of their performance evaluation)—at least one to three areas of growth for their leadership practice. These goals are explicitly linked to leadership competencies in the district's school leadership framework, such as providing constructive feedback to teachers on their instructional practice. The district provides various opportunities for learning related to individual goals, including structured opportunities (such as attending a specific workshop or purchasing a book related to the goal), in addition to opportunities for practice and feedback. The development opportunities are reportedly extensive and high-quality.
- The district provides **feedback on practice** via ongoing coaching. Principals have regular opportunities to be observed—either directly or via artifacts—and receive explicit feedback on that practice. The feedback utilizes effective coaching techniques to provide constructive feedback. The feedback explicitly addresses leadership practice (as opposed to school or instructional practices—although feedback on these practices may also be included). Ideally, the feedback is provided by principal supervisors who have the expertise and manageable caseloads to enable regular, high-quality feedback.
- The district provides principals with **job-embedded learning opportunities** that include stretch assignments and choice. Opportunities for stretch assignments begin even before the principal is placed in a principal position as a method of developing a pipeline of highly qualified candidates. For example, assistant principals have opportunities to practice vision setting, instructional leadership, and culture building and defining operational issues. In the role, principals are given additional opportunities to practice skills needed for their current role, such as opportunities to participate in a districtwide community engagement initiative as a way to practice relationship building skills or serve on a district task force to practice strategic thinking skills. The opportunities are reportedly meaningful and high-quality.

Districts define and manage the principal supervisor role in a way that focuses supervisors' work on supporting principal growth.

- **Principal supervisors are primarily responsible for supporting principal growth and school improvement**—as opposed to compliance monitoring. They spend the majority of their time in schools supporting principals in leading improvements in teaching and learning. They use a coaching stance to help principals set meaningful goals for improvement and develop the leadership skills that will help principals achieve those goals. They help principals access expertise by connecting them to group professional development opportunities and/or resources such as books and tools available on the internet. They also provide clear and actionable feedback that helps principals understand how their school and leadership practice can improve. Finally, the expectations are clearly codified; for example, in principal supervisor standards or explicit job descriptions. Expectations are aligned to the national principal supervisor standards—emphasizing the role in supporting principal growth and school improvement—and also clarifying any other responsibilities as well. Principal supervisors understand the expectations of their newly defined role, including how to balance competing priorities.
- **Principal supervisors have caseloads that enable them to fulfill a role focused on principal growth and improvement.** Principal supervisors have sufficient time to visit schools on a regular basis (at least once every two weeks) and provide meaningful feedback because they oversee manageable caseloads of principals, defined as 8-12 principals, depending on other assigned responsibilities.
- The **district effectively manages principal supervisor talent** through high-quality pipeline development, selection systems, and evaluation for principal supervisors. The district builds a pipeline for the principal supervisor position by strategically identifying high-potential principals and providing them with development opportunities. Opportunities might include a formal principal supervisor preparation academy or more informal stretch assignments. The selection process is aligned to the principal supervisor standards and judges applicants based on a rigorous performance assessment process that is effective in selecting high-quality applicants. Similar to effective principal evaluation, the evaluation system for principal supervisors is based on clear expectations for performance and uses varied and valid measures through effective processes that support ongoing professional growth.

District systems explicitly and coherently reinforce principal learning and supervision.

- **Central office structures and culture reinforce principal supervisors in their role.** The supervisor of the principal supervisors creates supportive conditions that enable the principal supervisors to shift their role. Districts also restructure other roles and responsibilities within the central office to offload as much of this work from principal supervisors as possible, freeing them up to focus on teaching and learning. For example, districts might create roles such as a community ombudsman to handle complaints from parents and community members or networks of support that assign members of operational offices (e.g., finance, technology, transportation, etc.) to support needs of particular networks of schools.
- **Central office staff make school priorities their priority.** In order for principals to focus on leading instructional improvement, the district culture honors the goals and priorities schools set to address their student needs and limits distractions that force principals to focus on operational or compliance issues that are not as relevant to student outcomes. The district structure also reinforces expectations that central office staff orient their work to be in services of schools, and district leadership holds central offices accountable by gathering input from principals on the

quality of central office service and support.

- **Districts with strong alignment have a school leadership framework that clearly defines skills and knowledge of effective principals.**³³ All strategies for principal learning and supervision are closely aligned with the framework.
- **Strong districts create collaborative processes for designing professional learning opportunities for principals.** Principal supervisors collaborate to build a consistent focus and approach to their meetings with principals. They also work together to define a common approach to coaching principals, including collaborating together to create common school visit protocols. Central office staff who lead group professional development for principals gather systematic input from principals and/or their supervisors to determine topics to address. They create a scope and sequence for the year that reflects alignment with district and school goals, as well as with the leadership framework and principal evaluation results. They communicate the connections so that principals clearly understand how professional learning opportunities are designed to further their work and needs.
- **Strong districts continuously assess their learning and supervision practices relative to strong practices and identify opportunities for improvement.** They also monitor implementation of their learning and supervision strategies to determine whether they are being implemented as intended and having the desired effect.

³³ For a detailed description of school leadership frameworks, including strong practices and examples, see the [Principal Performance Evaluation Guidebook](https://gwbcenter.imgix.net/Publications/Resources/GWBI-Principal-Performance-Guidebook.pdf) (<https://gwbcenter.imgix.net/Publications/Resources/GWBI-Principal-Performance-Guidebook.pdf>).

Appendix B: Additional Resources for Principal Learning and Supervision

This appendix contains resources that provide additional explanations, examples, and tools that your district may find useful as it works to improve principal learning and supervision. Documents listed under Key Resources are recommended reading for everyone doing this work. The Annotated Bibliography offers additional resources, many of which greatly informed the ideas presented in the guidebook. Resources for supervision are separated from resources for learning and organized into the following sections:

- Key resources for principal learning and supervision
- Additional bibliography for principal learning and supervision

Key Resources for Principal Learning and Supervision

Title: Leadership learning toolkit

Authors: Ikemoto & Pippert, New Leaders

Date: November 2016

Retrieved from: <https://drive.google.com/file/d/1r-mcfYJauTiSk2TdLrE486Pd4kbfl2S1/view>

Description: The Leadership Learning Toolkit is designed to support district leaders who want to provide school leaders with individualized, job-embedded learning opportunities that are aligned with performance evaluation. The toolkit includes a set of individual-level tools for managers to use with developing leaders to identify goals and professional growth opportunities and monitor the progress of the growth plan over time. The toolkit also includes a set of group-level tools district leaders can use to track completion of individual plans and analyze information from the plans to make decisions about group professional development. Finally, the toolkit includes a guide with four chapters that support system-level customization and rollout of the tools.

Title: Principal say coaching, not compliance, is what they need from central office

Author: Superville

Date: July 10, 2018

Retrieved from: https://blogs.edweek.org/edweek/District_Dossier/2018/07/principals_leadership_coaching_feedback.html

Description: The article announces the report “A New Role for Principal Supervisors” and provides a useful summary.

Title: Professional learning plans: A workbook for states, districts, and schools

Authors: Killion, Learning Forward

Date: 2013

Retrieved from: <https://drive.google.com/file/d/1ShXNSBDmdBrp2QzZ4wMBYg0bBkDVv6CY/view>

Description: Professional learning plans establish short- and long-term guidance for professional learning and its implementation. This workbook offers information and tools to walk educators through seven planning steps, from data analysis to setting goals to identifying learning designs to monitoring impact. Effective plans help individuals, schools, districts, and states coordinate learning experiences designed to achieve outcomes for educators and students.

Title: Shoring up two critical roles: Assistant Principals and Principal Supervisors [Audio podcast episode]

Source: The Wallace Foundation; Held, L. (host)

Date: 2018

Retrieved from: <https://www.wallacefoundation.org/knowledge-center/pages/shoring-up-two-critical-roles-assistant-principals-and-principal-supervisors.aspx>

Description: School districts looking to build their benches of highly qualified principals might consider rethinking two other important jobs: assistant principals and principal supervisors, based on the experience of Prince George's County, Md. District and school leaders discuss how they are helping prepare assistant principals to become effective principals, and how principal supervisors are moving away from a focus on administrative compliance to an emphasis on better supporting principals on the job, as they work to create the conditions for good teaching to flourish.

Title: Video tutorial: 70/20/10 leadership development plans

Source: The Bridgespan Group

Date: 2016

Retrieved from: <https://www.bridgespan.org/insights/library/leadership-development/video-tutorial-70-20-10-leadership-development-pl>

Description: This video tutorial discusses the 70/20/10 Development Plan and how to develop employees using this model—70 percent on the job learning, 20 percent coaching and mentoring, and 10 percent classroom teaching.

Title: What states can do to bolster school leadership?

Author: Wallace editorial team

Date: 2018

Retrieved from: <https://www.wallacefoundation.org/news-and-media/blog/pages/what-can-states-do-to-bolster-school-leadership.aspx>

From providing superintendents with a forum to trade ideas to working with school districts to reshape the principal supervisor job to establishing alternative training programs for principals, states can do a lot to strengthen principals and other school leaders.

That's the lesson from the education chiefs of Nebraska, Ohio, and Pennsylvania, who sat down recently to discuss the work going on in their states to bolster education leaders. Listen to what they have to say in this video series by the Council of Chief State School Officers.

Annotated Bibliography

Council of Chief State School Officers. (2015). *Model principal supervisor professional standards 2015*. Washington, DC: CCSSO. Retrieved from <https://ccsso.org/sites/default/files/2017-10/2015PrincipalSupervisorStandardsFinal1272015.pdf>.

The Model Principal Supervisor Professional Standards 2015 report provides a clear and practical definition of what a principal supervisor should know and be able to do in order to improve the effectiveness of the school leaders with whom they work.

Corcoran, A., Casserly, M., Price-Baugh, R., Walston, D., Hall, R., & Simon, C. (2013). *Rethinking Leadership: The changing role of principal supervisors*. NYC: Council of the Great City Schools and The Wallace Foundation. Retrieved from <https://www.wallacefoundation.org/knowledge-center/Documents/Rethinking-Leadership-The-Changing-Role-of-Principal-Supervisors.pdf>.

In the fall of 2012, the Council of the Great City Schools launched a two-part study of the ways principal supervisors are selected, supported, and evaluated in major school districts across the country. The first part involved a survey administered to district staff serving as principal supervisors in the fall of 2012. The second part of the study involved site visits to the six districts participating in The Wallace Foundation Principal Pipeline Initiative.

This report provides a summary of findings from both the survey and site visits. Part I presents a description of the organizational structure and general features of the various principal supervisory systems, including the roles, selection, deployment, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals.

Fuller, E. J., Hollingworth, L., & Young, M. D. (2015). *Working conditions and retention of principals in small and mid-sized urban districts in I.E. Sutherland, K.L. Sanzo, & J.P. Scribner (Eds), Leading small and mid sized urban school districts (41-65)*. Bingley, UK: Emerald Group Publishing Limited. Retrieved from <https://www.emerald.com/insight/content/doi/10.1108/S1479-366020150000022013/full/html>

This chapter analyzes 2011 survey data from a sample of Texas principals who were asked about their perceptions of their working conditions such as: support and facilities; salary; resources; autonomy to make decisions; testing and accountability pressures; and relationships with supervisors. Respondents were also asked about their intentions to stay or leave their particular school. Researchers and policymakers agree effective and stable school leadership is critical to school improvement efforts, but we know little about how various working conditions impact principal effectiveness and turnover. This work is important because in-depth knowledge of the causes of principal turnover in general and how principal working conditions impact turnover in particular is a prerequisite to creating policies and support mechanisms to support principals in small and mid-sized districts.

Goldring, E. B., Grissom, J. A., Rubin, M., Rogers, L. K., Neel, M., & Clark, M. A. (2018). *A new role emerges for principal supervisors: Evidence from six districts in the Principal Supervisor Initiative*. NYC: The Wallace Foundation. Retrieved from <https://www.wallacefoundation.org/knowledge-center/Documents/A-New-Role-Emerges-for-Principal-Supervisors.pdf>

This study of the implementation of the first three years of the Principal Supervisor Initiative suggests the work is possible, concluding that the six districts “demonstrated the feasibility of making substantial changes to the principal supervisor role” across the five areas the effort zeroed in on: redefining the

job, reducing the average number of principals supervisors oversee, training supervisors for their responsibilities, developing systems to identify and train aspiring supervisors, and modifying the central office to buttress the new role.

Honig, M. I., Copland, M. A., Rainey, L., Lorton, J. A., & Newton, M. (2010). *Central office transformation for district-wide teaching and learning improvement*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington. Retrieved from https://www.k-12leadership.org/sites/default/files/ctp_cotdtli.pdf.

This report summarizes the main results from a national study of how leaders in urban school district central offices fundamentally transformed their work and relationships with schools to support district wide teaching and learning improvement. All three study districts had been posting gains in student achievement and credited their progress in part to efforts to radically change their work at the central office level. The authors aimed to understand more specifically what these central offices were doing.

Hvidston, D. J., Range, B. G., & McKim, C. A. (2015). *Principals' perceptions regarding their supervision and evaluation*. *AASA Journal of Scholarship & Practice*, 12(2), 20-33.

This study examined the perceptions of principals concerning principal evaluation and supervisory feedback. Principals were asked two open-ended questions. Respondents included 82 principals in the Rocky Mountain region. The emerging themes were Superintendent Performance, Principal Evaluation Components, Specific Feedback Needs, and Reflective Feedback. Principals consistently referred to the performance and competency of the superintendent as important in the evaluation of the principals. They identified four components regarding their ideal evaluation. Principals also described feedback needs and identified three types of reflective feedback. Results from this study provided three implications for those who supervise principals, as well as for those who train superintendents.

Ikemoto, G. & Waite, A. (2018). *Shifting district culture to better support schools: The Cleveland Principal Supervisor Initiative*. Newburyport, MA: Education Research and Development, LLC. Retrieved from https://img1.wsimg.com/blobby/go/746c5096-b2d6-48e5-b29c-c70f3322c7c4/downloads/1ch6fmve8_725641.pdf.

For school districts to substantially improve student learning across all their schools, district leaders will need to dramatically shift the organizational norms and mindsets at their central offices. Historically, central offices have operated as if schools exist to serve them. The Cleveland Metropolitan School District (CMSD), in contrast, is one of a growing number of systems that are attempting to shift central office mindsets toward supporting schools and the students they serve. This report details three strategies CMSD is using to accomplish this: 1) redefining the principal supervisor role; 2) creating networks of support; and 3) designing and delivering an aspiring principal supervisor program. The report describes lessons learned from this work and recommendations for other districts attempting similar changes. The findings are based on interviews of district leaders, central office staff, and principals—as well as three days of observation of district meetings and extensive review of artifacts. The report's purpose is to help other districts consider the challenges they are likely to face and draw on lessons from CMSD to improve their implementation of similar strategies.

Jerald, C. (2012). *Leading for effective teaching: How school systems can support principal success*. Seattle, WA: Bill & Melinda Gates Foundation. Retrieved from https://www.k-12leadership.org/sites/default/files/jerald-white-paper-leading-for-effective-teaching_1_0.pdf.

In 2009, seven school districts and four charter management organizations (CMOs) joined with the Bill &

Melinda Gates Foundation as Partnership Sites to Empower Effective Teaching. At these sites, system, board, and union leaders committed to redesign how they develop, evaluate, recognize, and retain effective teachers as a foundation for improving teaching and learning. Now those efforts are bringing critical questions of school leadership to the fore, driving changes in expectations for principals and for how school systems organize to support principals and other instructional leaders.

Johnston, W. R., Kaufman, J. H., & Thompson, L. E. (2016). *Support for instructional leadership: Supervision, mentoring and professional development for U.S. school leaders: Findings from the American School Leader Panel*. Santa Monica, CA: The RAND Corporation. Retrieved from https://www.rand.org/content/dam/rand/pubs/research_reports/RR1500/RR1580-1/RAND_RR1580-1.pdf.

An abundance of research suggests that effective school leaders are vital to promoting student outcomes in schools across the United States. Recognizing this, many state and local education agencies are motivated to develop a strong corps of highly qualified principals and assistant principals. Although a lot of emphasis is placed on recruitment and preservice training for new principals, many school districts are also working to support administrators once they are placed in schools. However, relatively little is known about the types of on-the-job supports currently available to school leaders, particularly on a national scale. In this report, the authors present findings from a Wallace Foundation–funded survey of RAND’s American School Leader Panel, a nationally representative sample of principals, regarding the quantity, content, and perceived quality of on-the-job support offered to them by their school districts.

Leithwood, K., Louis, K.S., Anderson, S. & Wahlstrom, K. (2004). *How leadership influences student learning*. NYC: The Wallace Foundation. Retrieved from <https://www.wallacefoundation.org/knowledge-center/pages/how-leadership-influences-student-learning.aspx>.

Leadership is second only to teaching among in-school influences on student success, and its impact is greatest in schools with the greatest needs, according to this landmark examination of the evidence on school leadership. Decades of research, the authors suggest, support the notion that those who seek to improve schools should focus not just on teachers but also on principals and administrators. School leaders should, among other things, be able to set clear direction, establish high expectations, and develop talent in their schools to fully support teaching and learning. Drawing on both detailed case studies and large-scale quantitative analysis, the authors show that the majority of school variables, considered individually, have at most a small impact on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur—such as a positive school culture combined with appropriate professional development for teachers—is the job of the principal. The study finds that taken together, direct and indirect effects of school leadership account for about a quarter of total school effects. The authors further suggest that success in the absence of leadership is difficult. The researchers found “virtually no documented instances of troubled schools being turned around without intervention by a powerful leader.”

Leithwood, K., Reid, S., Pedwell, L., & Connor, M. (2011). *Lessons about improving leadership on a large scale: From Ontario’s leadership strategy*. In *International handbook of leadership for learning* 337-353. Springer, Dordrecht.

This chapter identifies lessons from a major effort by the Ontario government to improve school and district leadership as one means of enhancing student achievement in the province. Guided by the Leadership Development Branch of the Ministry of Education, this effort so far consists of some 15 aligned but distinct initiatives. Most of these initiatives have been built on relevant existing evidence and have been the object of their own evaluations. Evidence from these evaluations is analyzed for lessons

useful to others for developing leadership on a large scale. Eight lessons are described along with the evidence justifying them.

Lyons, C. A., Schumacher, J. A., & Cameron, G. (2008). *From knowledge to wisdom: Using case methodology to develop effective leaders*. Denver, CO: Mid-continent Research for Education and Learning. Retrieved from <https://files.eric.ed.gov/fulltext/ED544236.pdf>.

Traditional professional development focuses on declarative and procedural knowledge. That is, participants usually learn what to do and how to do it rather than when to do it and why it is important. In McREL's leadership development program, they focus first on providing participants with an overview of research findings found in their publication, "School Leadership that Works" (Marzano, Waters, & McNulty, 2005). During the program, participants explore 21 responsibilities of highly effective school leaders and learn about the importance of shared leadership, creating purposeful communities, and managing what McREL calls "first-" and "second-order" changes. In addition, they learn 11 research-based influences on student achievement identified by McREL's research and reported in the ASCD publication, "What Works in Schools" (Marzano, 2003). But that alone is not enough to become a highly effective school principal. Using cases in conjunction with a thorough examination of the research is a simple but powerful method for helping current aspiring school leaders gain the deep levels of knowledge they need to develop true professional wisdom. By reflecting on problems of practice and interacting with fellow principals, professionals can make sense of the consequences of decisions faced by the decision maker in a particular case. By examining the judgements, the leader in the case made and reflecting on the results of those decisions, professionals, over time, can develop better judgement. By studying several cases, school leaders shorten their experience curve, compressing the experiences of others into a shorter span of time with the added benefit of not actually suffering the consequences of the mistakes made by the leaders in the cases. A sample case is appended. (Contains 1 exhibit.)

Matlach, L., & Poda, J. (2016). *Looking outside education: What school leaders can learn about professional learning from other industries*. Washington, DC: American Institutes for Research. Retrieved from https://gtlcenter.org/sites/default/files/Professional_Learning_Other_Industries.pdf.

Ongoing, job-embedded professional learning is a critical piece of talent management in all professions. What can education learn by looking beyond the traditional approaches used in the field? In this brief, state and district leaders can explore eight approaches to professional learning and growth in the fields of psychology, business, medicine, law enforcement, and the military. The material was developed through a partnership between the Center on Great Teachers and Leaders and Learning Forward.

Martin, J. G. (2017). *Supervisors need support, too: Coaching principals effectively takes time and skills*, *The Learning Professional*, 38(3), 41.

In recent years, there has been an increasing focus on professional learning structures for teaching and finding ways to embed this learning into the daily work of teachers. This is premised on the understanding that one-shot professional development yields little transfer or change of practice to ultimately impact student learning. But how has this shift from professional development to professional learning filtered into the world of school leadership? The author would contend that the reach has been limited and that when districts are juggling limited resources, they rarely prioritize the professional learning needs of school-based administrators (principals and assistant principals).

This article is not meant to be a research study. It is one person's reflection on two years spent at the

district office as a principal supervisor. It is meant to examine some of the author's own learnings about ways to support principals as learners.

Mishook, J., McAlister, S., & Edge, K. (2011). *Peer networks in school reform: Lessons from England and implications for the United States*. Providence, RI: Annenberg Institute for School Reform at Brown University. Retrieved from <https://www.annenberginstitute.org/sites/default/files/TSIAreport.pdf>.

This report is the first of a series of lessons learned from the Transatlantic School Innovation Alliance. The goal of this partnership is to improve teaching, learning, and educational leadership by creating a peer network of principals and practitioners in urban secondary schools in the United States and the United Kingdom. The report examines how policy shapes practice in these collaborative networks, which benefit educators by allowing them to share knowledge and best practices with their peers in other schools and cities, as well as internationally.

Mitgang, L.D. (2007). *Getting principal mentoring right: Lessons from the field*. NYC: The Wallace Foundation. Retrieved from <https://pdfs.semanticscholar.org/2e8e/161f6ce29416f6a41406a48892bba289851d.pdf>.

Mentoring for principals during their first years on the job, once a relative rarity, is now required by half the nation's states--a major advance from a long-standing "sink-or-swim" attitude toward new school leaders and a belated sign of recognition of the role that well-prepared principals can play in lifting student achievement. But an analysis of this new trend by the Wallace Foundation concludes that too often, many such programs are not yet tailored to develop principals capable of driving better teaching and learning in their schools--and shaking up the status quo when necessary. This publication features close-up looks at mentoring programs in two school districts--Jefferson County Public Schools, and New York City through its NYC Leadership Academy--that have put particular emphasis on getting mentoring right, with varying degrees of success to date. Based on its analysis, the report proposes several "quality guidelines" that might be broadly useful to states and districts either thinking about adopting new programs or improving existing ones.

NYC Leadership Academy. (2015). *Taking charge of principal support: An in-depth look at NYC Leadership Academy's approach to coaching principals*. NYC: Author. Retrieved from <https://www.nycladershipacademy.org/news/nycla-releases-coaching-guide/>.

Taking Charge of Principal Support: An In-Depth Look at NYC Leadership Academy's Approach to Coaching Principals provides an overview of NYCLA's principal coaching program. The guide shares NYCLA's successes and lessons learned during the 11 years we have been coaching principals in New York City and in cities and states throughout the country. It is designed as a resource to help others involved in supporting principals think through important elements such as establishing clear leadership standards, aligning support to learning needs, and recruiting, training, and effectively deploying a cadre of principal coaches.

Nunnery, J.A., Yen, C.J. & Ross, S.M. (2011). *Effects of the National Institute for School Leadership's Executive Development Program on school performance in Pennsylvania: 2006-2010 pilot cohort results*. Norfolk, VA: Old Dominion University. Retrieved from <https://files.eric.ed.gov/fulltext/ED531043.pdf>.

This study examined the impact of the National Institute for School Leadership's Executive Development Program (EDP) on student achievement in Pennsylvania schools from 2006-2010. It updates and extends

a prior evaluation (Nunnery, Ross, & Yen, 2010a) study of this same cohort from 2006-2009, which found that elementary, middle, and high schools served by EDP principals had significantly larger gains in the percentages of students achieving proficiency in reading and mathematics.

New Leaders. (2016). *Principal supervisor network design overview*. NYC: Author. Retrieved from <https://newleaders.org/wp-content/uploads/2016/09/PS-Network-Design-Overview.pdf>.

Principal supervisors play a crucial role in principal and school success, and the design of their networks – the portfolio of schools they lead – deeply impacts their effectiveness. Ideally, a district's priorities and its theory of action drive both the design of the principal-supervisor role and the composition of the networks. Increasingly, districts are focused on schools as the unit of change for students and are aligning all systems, roles, and incentives to this focus. To establish school conditions that lead to improved student outcomes, districts must ensure leadership is in place at both the principal and the principal supervisor role.

Rabin, R. (2013). *Blended learning for leadership: The CCL approach*. Greensboro, NC: Center for Creative Leadership. Retrieved from <https://www.ccl.org/wp-content/uploads/2015/04/BlendedLearningLeadership.pdf>.

Blended Learning is often defined as a mix of classroom and virtual training events. But Blended Learning for leadership must go beyond coursework to engage leaders in the domains of developmental relationships and challenging assignments, which research shows is critical for leader development. Redefining the blend to bring learning closer to the workplace—and provide appropriate “scaffolding” for the learner’s needs—is still a struggle for most organizations. Though no one has this completely figured out yet, the Center for Creative Leadership (CCL®) is starting to see results in several key areas.

Rainey, L., & Honig, M. (2015). *From procedures to partnership: Redesigning principal supervision to help principals lead for high-quality teaching and learning*. Seattle, WA: Center for Educational Leadership, University of Washington. Retrieved from <http://www.nysed.gov/common/nysed/files/file-22-from-procedures-to-partnership-redesigning-principal-supervision-2015.pdf>.

Through a collaboration between the Bill & Melinda Gates Foundation and the University of Washington's Center for Educational Leadership, 11 school systems applied lessons from emerging research and practice to transform their principal supervisor positions as part of broader strategies to realize significant improvements in teaching and learning districtwide. Teams from these systems met quarterly since 2012 to grapple with the research, share their own experiences and develop various research- and experience-based tools to improve how their principal supervisors help principals grow as instructional leaders.

Rowland, C. (2017). *Principal professional development: New opportunities for a renewed state focus*. Washington, DC: American Institutes for Research. Retrieved from <https://www.air.org/sites/default/files/downloads/report/Principal-Professional-Development-New-Opportunities-State-Focus-February-2017.pdf>.

This brief describes: 1) the need for more and better principal professional development to improve principal effectiveness, decrease principal turnover, and more equitably distribute successful principals across all schools; 2) the research on the importance of principals and how professional development can improve principals' effectiveness; and 3) options and examples for leveraging current policies to revisit and refocus efforts concerning principal professional development.

Saltzman, A. (2017). Training the Trainers: Learning to Be a Principal Supervisor. *The Learning Professional*, 38(1), 54-56.

While most principal supervisors are former principals themselves, few come to the role with specific training in how to do the job effectively. For this reason, both the Washington, D.C., and Tulsa, Oklahoma, principal supervisor programs include a strong professional development component. In this article, the author takes a look inside these two principal supervisor programs.

Saltzman, A. (2016). *The Power of Principal Supervisors: How Two Districts Are Remaking an Old Role*. NYC: The Wallace Foundation. Retrieved from <https://www.wallacefoundation.org/knowledge-center/Documents/The-Power-of-Principal-Supervisors.pdf>.

The article and video profile efforts in two districts, Tulsa and Washington, D.C., that have rethought the supervisor's job, in part by giving supervisors fewer schools to oversee. The result is that supervisors now are fixtures in Tulsa and D.C. schools, doing things like classroom walkthroughs to observe what's working and what isn't—then sitting down with principals to discuss solutions. "I can't imagine doing this job without her," one novice D.C. principal says of her supervisor, who is helping her face such challenges as closing an achievement gap between African-American and white students.

School Leaders Network (2014). *CHURN: The high cost of principal turnover*. Retrieved from https://www.acesconnection.com/fileSendAction/fcType/0/fcOid/405780286632981504/filePointer/405780286632981536/fodoid/405780286632981531/principal_turnover_cost.pdf.

This report calls upon decision-makers and funders to value and prioritize principal retention efforts as much as principal pipeline development efforts, which research shows are necessary for the sake of students and schools.

Currently, districts around the country are re-envisioning the role of principal supervisor, supported in large part by efforts from The Gates Foundation, The Wallace Foundation, and research from the University of Washington. Research suggests the principal supervisor be tasked with leading both one-to-one coaching and principal peer networks, in addition to previously held supervision responsibilities. A recent Council of the Great City Schools study shows principal supervisors in this redesigned role support average caseloads of 24 principals through five key workstreams.

The New Teacher Project (2015). *The mirage: Confronting the hard truth about our quest for teacher development*. NYC: Author. Retrieved from https://tntp.org/assets/documents/TNTP-Mirage_2015.pdf.

The Mirage describes the widely held perception among education leaders that we already know how to help teachers improve, and that we could achieve our goal of great teaching in far more classrooms if we just applied what we know more widely. Our research suggests that despite enormous and admirable investments of time and money, we are much further from that goal than has been acknowledged, and the evidence base for what actually helps teachers improve is very thin.

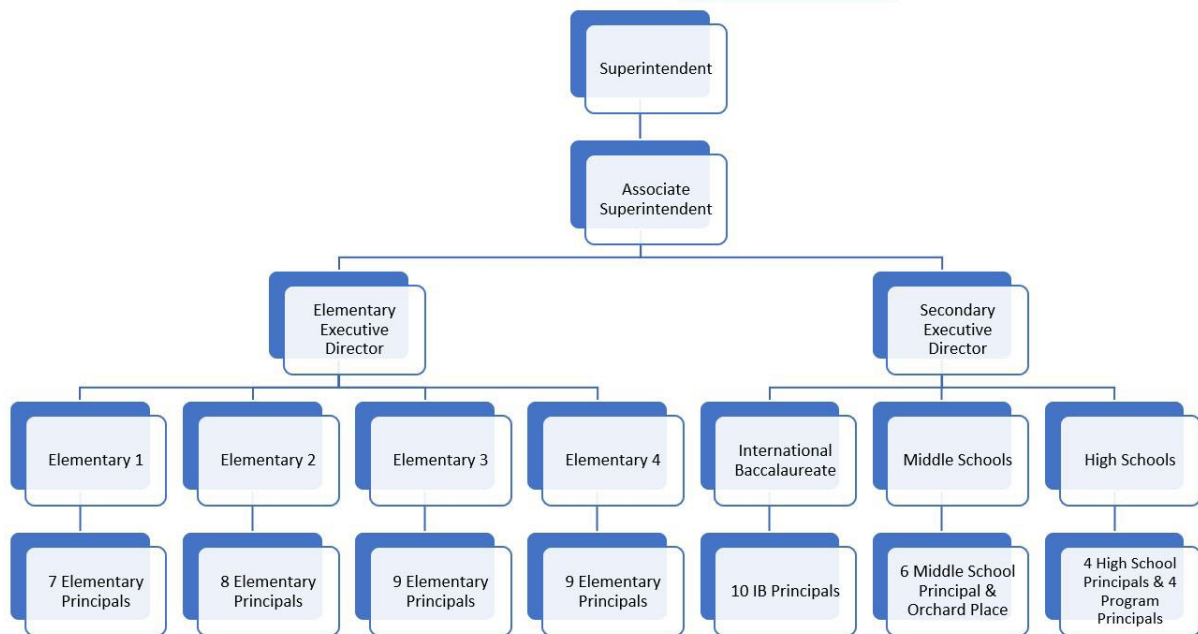
Appendix C: Organizational Reporting Structures

This appendix provides examples of how districts have organized the reporting structure for principals and principal supervisors. The Bush Institute does not recommend any particular structure. The examples include:

- Des Moines Public Schools
- Denver Public Schools
- Long Beach Unified School District

Des Moines Public Schools³⁴

Principal Supervisor Reporting Structure

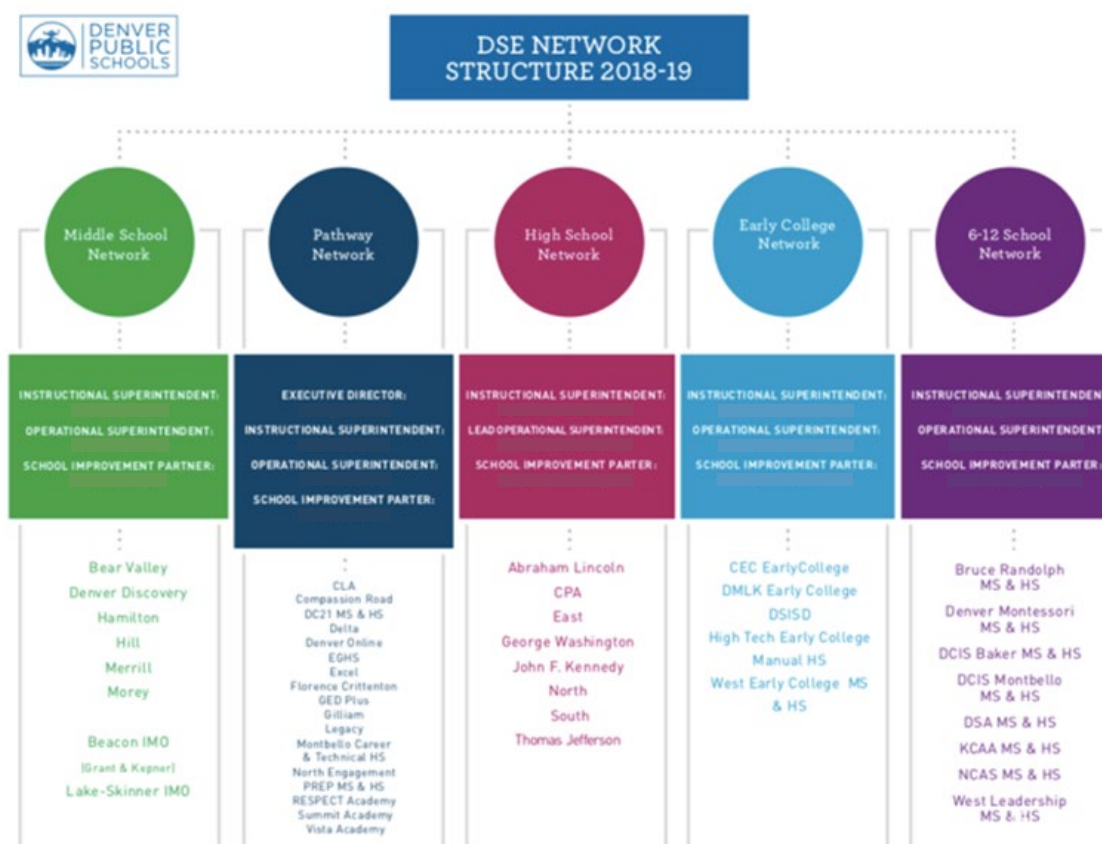


³⁴ Note: Adapted from Des Moines Public Schools (2018). *Reporting structures* [Artifact].

Network Support Team Structure

	Network 1	Network 2	Network 3	Network 4	High School Network
# of schools in Network	11	13	13	11	11
6-12 Curriculum	<i>Each network is assigned a contact in each of the departments to the left, so that at any point, any principal knows exactly who to contact for various questions or concerns. Each network is also overseen by a principal supervisor, who reports to the executive leadership team.</i>				
K-5 Curriculum					
Early Literacy					
Teacher Development					
ELL					
Special Education					
C3					
Network Team Facilitator					
Principal Supervisor					
Executive Leadership					

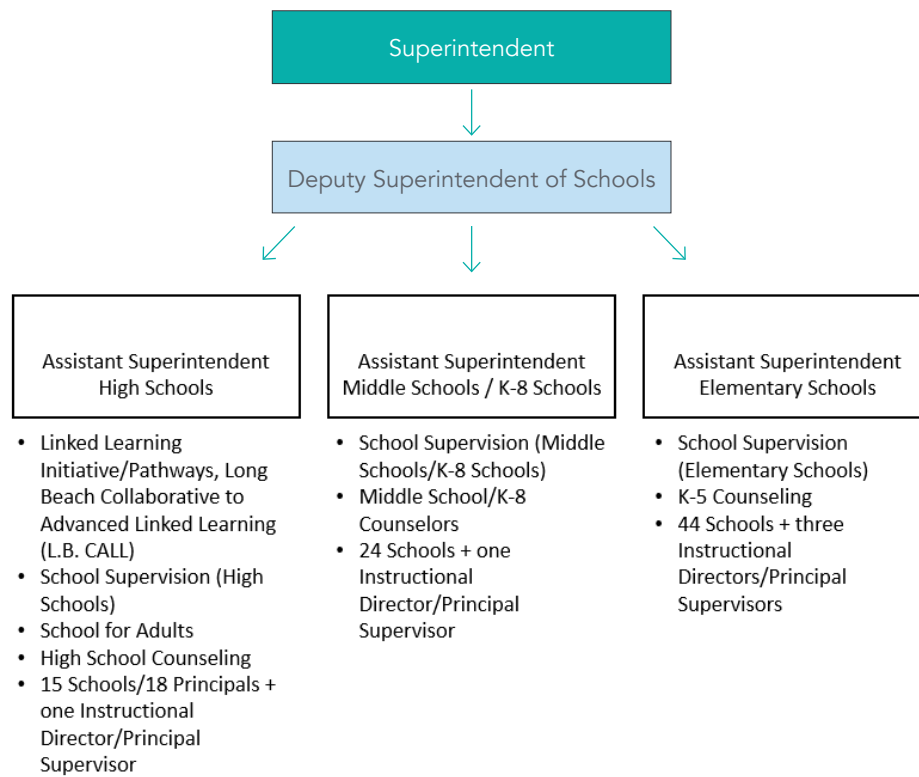
Denver Public Schools³⁵



35 Note: Adapted from Denver Public Schools (2018). *Reporting structures* [Artifact]. Reprinted with permission.

Long Beach Unified School District³⁶

Organization Chart 2018-2019



³⁶ Note: Adapted from Long Beach Unified School District (2018). *Reporting structures* [Artifact].

Appendix D: Job Descriptions

This appendix provides examples of how districts have defined principal supervisor roles. The Bush Institute does not recommend any particular job description. The examples include:

- Long Beach Unified School District
- Gwinnett County Public Schools
- Denver Public Schools
- Tulsa Public Schools
- Center for Educational Leadership

Long Beach Unified School District³⁷

Position Title: Instructional Director (Principal Supervisor)

Position Summary

The supervision, support and coaching of principals is the primary responsibility of an Instructional Director. This designation means that instructional directors aim to spend up to 80% of their time in school buildings, engaging in professional learning with individual or groups of principals or working with district staff to build support systems in service to principals. The work of the Instructional Director will be coaching based, whereby principals are coached toward effectiveness through clear expectation setting, quality communication and feedback based on a foundation of trust.

Professional Background

- Instructional Directors are leaders who have served as effective principals according to the LBUSD Principal Domains and Dimensions and who have demonstrated a rating of “Distinguished” in the Teaching & Learning domain.
- Instructional Directors have demonstrated success in raising student achievement.
- Instructional Directors have effectively supported and held staff accountable for meeting LBUSD expectations.
- Instructional Directors have demonstrated effective relationships with other principals and district staff members through their work as principal and/or district leader.
- Instructional Directors have demonstrated a deep understanding of the urban school system environment and have a proven commitment to improving student achievement and district systems to serve all students.

Key Responsibilities

4. Collaborate with the team of principal supervisors to ensure coherence and consistency in the implementation of the LBUSD principal evaluation system.
5. Work one on one and in small groups with principals as partners to grow their instructional leadership capacity and to ensure that they have the support to attain effectiveness on the LBUSD Principal Domains and Dimensions.
6. Provide and broker high-quality, research-based professional development for principals based on individual and group learning needs as defined by the LBUSD domains and dimensions.

³⁷ Note: Adapted from Long Beach Unified School District. (2018). *Instructional director* [Job Posting].

7. Collaborate with other divisions and leaders in the central office to provide and broker necessary resources and support to ensure that principals attain effectiveness on the LBUSD Principal Domains and Dimensions.
8. Act as a role model for principals in all leadership responsibilities.

Job Duties

Principal Supervisors work to reach effectiveness and provide support for principals through four domains (Principal Development, Personal Development, System Development, and Equity). In order to support all principals in reaching effectiveness on the seven LBUSD Principal Domains and Dimensions, Instructional Directors (principal supervisors) will:

Principal Development

Teaching & Supports for Student Learning

- Continually assess the quality and alignment of curriculum, instruction, and assessment at the school level by prioritizing time spent in school team meetings and classrooms.
- Support effective teacher and staff supervision and evaluation practices ensuring teachers and other staff receive actionable feedback and participate in a quality evaluation process.
- Identify specific and actionable steps for instructional improvement.

Coaching and Feedback

- Monitor the use of time to ensure the majority of time is spent in schools observing principals and developing principal practice.
- Use evidence from a variety of sources to assess current levels of principals' practice, target areas for professional learning and differentiate supports based on the needs of the principal and the school.
- Provide purposeful, timely, goal-aligned, and actionable feedback to principals through formal principal evaluation structures and informal supervision and coaching methods.

Coherence, Strategy & Planning

- Support principals in developing school-level goals and plans aligned to district vision, goals, and strategies.
- Communicate and support the implementation of the vision, goals, and strategies of the system with all stakeholders.
- Coach principals to design effective school-level systems for improving teaching and learning, building strong school cultures, and efficiently managing operations.

Professional Learning and Collaboration

- Establish and sustain effective collaboration and professional learning across principals and schools to provide peer feedback and promote innovative thinking.
- Participate in the design and delivery of high-quality principal professional learning.
- Participate in the design and delivery of high-quality principal professional learning sessions aligned to identified needs.

Personal Development

Professionalism and Personal Growth

- Collaborate and develop consistent practice to advance their work as a unified K-12 principal supervisor team.
- Continuously improve their leadership practice on behalf of principals.
- Explicitly model professionalism, positive intentions, and community engagement when working with principals.

System Development

Advocacy and Support

- Advocate for resources to support school needs based on observations and school needs.
- Connect principals to central office resources and personnel in ways that support the principal's work.
- Collaborate with central office staff to improve instruction across schools.
- Provide input on the effectiveness of the central office systems for supporting schools.

Equity

Environment and Equity

- Monitor that all students and stakeholders are treated fairly and equitably at each school site.
- Support principals in developing school communities that meet the diverse cultural and learning needs of each student.
- Within each school, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

Gwinnett County Public Schools³⁸

Position Title: Assistant Superintendent, High Schools

Primary Responsibility

Responsible for the continuous improvement of teaching and learning at the local school resulting in system level advancement of the mission and objectives established by the Gwinnett County Public Schools (GCPS) Board of Education and Superintendent.

Job Qualifications

Licenses/Certifications

- Must hold or be eligible for a valid Georgia Educator's Certificate in Educational Leadership and/or Support Personnel
- License issued by the Georgia Professional Standards Commission.

Education

- Specialist degree in related field required. Doctorate degree in related field preferred.

Skills

- Skills in collaborative leadership of individuals and groups; skills in strategic planning; demonstrated abilities in written and oral presentations; proficient in technology applications; demonstrated abilities in human relations and public relations; and ability to implement and effectively communicate instructional strategies and curricula content and delivery in order to lead continuous improvement in teaching and learning at the local schools.

Work Experience

- Five years local school administration experience with three years as a local principal required. District level leadership experience preferred.

³⁸ Note: Adapted from Gwinnett County Public Schools. (2018). *Assistant superintendent* [Job Posting].

Essential Job Duties

1. Support, supervise, and evaluate the performance of high school principals.
 - a. Oversee the instructional and operational processes of the schools.
 - b. Evaluate principals using the Gwinnett Leadership Effectiveness System (GLES).
 - c. Provide direct supervision of the Results Based Evaluation System (RBES) process for all schools and principals, including interim and final RBES conferences.
 - d. Use appropriate assessments in the identification of Reward, Priority, Focus and Alert schools; support the development and implementation of GCPS Effectiveness Plans.
 - e. Resolve constituent concerns by fielding telephone calls, reviewing e-mails, advising principals, and providing appropriate follow-up.
2. Provide instructional leadership for schools.
 - a. Analyze and evaluate data to inform school improvement plans.
 - b. Provide feedback relevant to the development of Local School Plans for Improvement (LSPI) and required school improvement plans.
 - c. Provide instructional support for schools through frequent observations and consultations with principals.
 - d. Utilize research and results-based decision making in improving the instructional program of schools.
 - e. Ensure that schools implement RBES Teacher Goals as a major component of the continuous improvement of teaching and learning.
 - f. Develop and communicate promotion requirements.
3. Facilitate administrative meetings and training opportunities.
 - a. Facilitate level meetings for principals and assistant principals.
 - b. Facilitate training for principals opening new schools.
 - c. Assist in the planning and delivery of monthly leadership development meetings.
4. Collaborate with other divisions and departments to meet the system's mission and objectives.
 - a. Work with the Accountability and Assessment Department regarding College and Career Ready Performance Index (CCRPI) and promotion graduation requirements.
 - b. Work with the Curriculum and Instruction Department to provide appropriate support and needed resources to each local school.
 - c. Assist the Human Resources and Talent Management Division in the development and recommendation of principals and assistant principals.
 - d. Work with the Business and Finance Division to ensure appropriate financial stewardship at the local schools.
 - e. Coordinate with the Information Management and Technology Division to ensure appropriate usage of technology resources.
 - f. Work with the Facilities and Operations Division to resolve any issues related to building maintenance or operations.
5. Perform other duties as assigned.

Job Title: Secondary Instructional Superintendent

Position Objective

Responsible for supervising, evaluating and supporting Principals and others to become instructional and strategic leaders through the implementation of the strategic plan. Collaborate with principals, instructional leadership teams, classroom teachers and members of Leadership, Teaching and Learning regarding practices in curriculum, instruction and assessment.

Essential Functions

- Serve as a leader of function within the district and division by driving strong practice, interpreting and prioritizing organizational goals, ensuring the organization understands the contribution of the network and schools, and setting a climate for change, improvement, problem solving, collaboration, and openness.
- Supervise and evaluate school Principals and School Improvement Partners.
- Drive a network-wide compelling vision of equity through strategic planning, change leadership, school improvement, and innovative practices by planning Network 2020 goals and strategies, linked to District goals and instructional priorities, and grounded in data, with priority plans and benchmarks to track against.
- Lead network to a shared belief and ownership in the academic success of every child and closing of achievement gaps by monitoring the learning and college and career readiness preparation of all students, through observations and data analysis, with a focus on gaps in performance on Colorado Academic Standards, college and career readiness competencies, and cultural competencies.
- Develop the capacity of school leaders to grow teachers through observation and feedback, coaching, professional learning and collaboration by implementing a clearly defined protocol for 1:1 coaching and feedback cycles with leaders; leading learning cycles with leaders that result in improved instruction and student outcomes; creating regular meeting and network schedules to drive instructional priorities and support team-based professional learning, observation feedback, and individual reflection; norming on instructional expectations across the network through professional learning, calibrations, and walkthroughs; and designing flexible and regular professional learning based on observation and walkthrough data / trends and student data, including time after professional learning to debrief and follow up with observation of implementation.
- Design and implement network and division assessment strategy that leads to leader data analyses and action plans that improve student outcomes by leading the design of a network and school comprehensive standards-aligned assessment strategy with common assessment items and an assessment calendar; implementing DDI meetings with leaders that use standards and exemplars to identify gaps and create school action plans leading to increased student mastery; facilitating data analysis conversations and reflection, 1:1 and as a network.; and building skill in leaders and their ILTs to disaggregate, analyze, triangulate and reflect on academic data and other relevant data (ex. college and career readiness data, attendance, teacher performance data, discipline, celebrations, etc.) to identify grade levels, content areas, and groups of students that need support and next steps to achieve that support.

39 Note: Adapted from Denver Public Schools. (2018). *Secondary instructional superintendent* [Job Posting].

- Build instructional and strategic leadership capacity and accountability throughout the network by facilitating leaders to engage in regular collaboration and capacity building opportunities on observation feedback and data-driven instruction protocols and systems, with an explicit focus on practice; providing ongoing feedback, professional learning and performance reviews that build leader capacity and improve their instructional and strategic leadership; utilizing the LEAD framework to collect evidence and evaluate leaders; and leveraging awareness of leader performance to drive strategic network plans for staffing, growth & development, and talent mapping.
- Lead college and career readiness across network in alignment with Board policy “IKF - Requirements for class of 2021 and beyond” by innovating and ensuring that all students are supported in their secondary school experience to be college and career ready.
- Interview and hire building administrators.
- Serve on district committees, work groups, etc. in service of promoting change and improvement across the district.
- Model being a lead learner by engaging in professional learning and demonstrating DPS core values.
- Perform other duties as required or assigned.

Knowledge & Other Qualifications

- Interpersonal, public relations, instruction, curriculum, facilitation, management, decision making, collaboration and organizational skills.
- In-depth knowledge of instruction, standards-based education and leadership.
- Operating knowledge of and experience with personal computer and office software.
- Oral and written fluency in second language is preferred.
- May assist with translation and/or communication using second language skills when possible.

Education & Experience

- Master’s degree, Ph.D. or Ed.D., plus additional coursework required for certification or licensure.
- Minimum of 3 years experience as a school leader or education leadership in a comparable role.
- Valid Colorado Driver’s License, appropriate insurance coverage and acceptable driving record for the past three years, if the position requires travel.

Tulsa Public Schools⁴⁰

Job Title: Instructional Leadership Director

Position Summary

The Instructional Leadership Director will ensure that exemplary leadership is at every one of his or her assigned schools. To achieve this goal, TPS is looking for a team of Instructional Leadership Directors (ILD) to supervise, support, and develop principals to set and attain high levels of student achievement. The ILD will oversee a portfolio of schools (12-18) and will be responsible for inspiring, providing thought-partnership, coaching, holding principals accountable, and building the capacity of principals to improve the conditions of teaching and learning in each of their schools. The ILD will have decision

⁴⁰ Note: Adapted from Tulsa Public Schools. (2018). *Instructional leadership director* [Job Posting].

making power to address day to day academic and operational school issues. The ILD will also be responsible for ensuring that the district's missions and goals are achieved, while collaborating with department heads and the Chief Academic Officer to ensure consistency of practice and prioritization of resources. The ILD will share strong practices and continuously improve the skills and knowledge base of principals they supervise.

Responsibilities

The ILD's responsibilities will include, but not be limited to the following:

Supporting School Principals

- Coach and support principals in goal setting, planning and the development of action plans that will assist school leaders in meeting their instructional leadership objectives and schools to meet performance targets
- Conduct regular formal and informal classroom walk-throughs aligned to student achievement and strategic goals
- Attend school-based meetings and events to foster a culture of engagement with staff, parents and community
- Conduct gap analysis/needs assessments against school-based targets
- Build instructional leadership capacity of principals with particular focus on instruction, data analysis and aligned interventions
- Focus principals on student outcomes and teacher quality while balancing operational demands
- Plan and lead differentiated professional learning experiences for principals
- Create a culture of inquiry and mutual accountability among the principals in the network

Supervising and Evaluating School Principals

- Lead and supervise an area of schools
- Ensure the implementation of the Tulsa Model for teacher observation and evaluation with high levels of fidelity
- Frequently observe and interact with principals
- Conduct principal evaluation and provide feedback on successful leadership practices, such as effective management of instructional staff, use of data, and establishment of school culture
- Identify the work and results principals will be held accountable for and require an annual, data-driven, improvement plan from each principal that is integrated with the performance evaluation system

Liaising with central office departments

- Liaise with and interfaces with all central office departments related to operational and instructional management of a school
- Provide feedback from schools to inform district policy
- Lead the team in capturing and disseminating knowledge to and from schools as well as across networks and departments
- Assist with the recruitment, interviewing, selection and matching of outstanding principals for the district and for specific schools assigned to them
- Collaborate with departments to provide the appropriate system resources that address the needs of schools

Skills and Competencies:

School Knowledge and Instructional Expertise

- Proven ability to develop and deliver programming that drives improved academic performance for all student populations; knows effective practice for differentiating instruction
- Deep understanding of curricular frameworks, pedagogy, and quality classroom materials; experience developing and implementing curriculum for a wide variety of grade levels and subjects
- Strong knowledge of high-quality instructional practices and the ability to lead others to implement these practices consistently across classrooms and school sites
- Proven ability to serve as a coach and mentor, helping staff to develop the skills needed at sustainably high levels

Empathy and commitment to cause:

- Deep understanding of the urban school system environment and commitment to improving student achievement
- Passionately believes that all students can achieve at high levels
- Demonstrates cultural competence and a deep understanding of and empathy for issues facing urban families

Communication, interpersonal and team skills:

- Builds and maintains strong relationships
- Works successfully alone or on a team
- Coaches, coordinates, and leads teams
- Strong verbal and written communication skills; tailors message for the audience, context, and mode of communication
- Actively listens to others and able to effectively interpret others' motivations and perceptions
- Builds consensus and resolves conflicts; exhibits willingness to have difficult conversations
- Skillfully navigates existing political structures/systems

Problem solving and systems thinking:

- Understands how various systems / departments interact to achieve the long term goal
- Makes decisions using data and technology
- Takes initiative to solve problems and create stakeholder buy-in
- Identifies and prioritizes mission critical issues with alignment of people, time and resources
- Offer innovative solutions to seemingly intractable problems
- Exhibits strong focus on goals and results. Sets clear metrics for success
- Removes barriers or obstacles that make it difficult for principals to achieve their goals and ensures that school leaders have the resources they need to succeed
- Demonstrates excellent execution and project management skills, including attention to detail, organizational skills, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines

Leadership skills:

- Motivates, inspires, and moves other adults to action to achieve ambitious goals
- Skilled at re-envisioning, building, and managing a team, especially in a time of growth and change; excellent at identifying talent and taking advantage of each person's skills and contribution to team effort
- Builds and maintains positive relationships with individuals and groups
- Moves groups to consensus and resolves conflicts. Exhibits willingness to have difficult conversations

- Builds coalitions and works collaboratively with diverse stakeholders at all levels, including but not limited to district personnel, students, families, communities, and/or advocacy groups
- Establishes clear expectations, deliverables and deadlines
- Sets clear agendas and facilitates effective meetings
- Ability to train, supervise, and evaluate staff from different cultural backgrounds and skill sets

Qualifications:

- Master's degree in school administration or related field plus additional course work required for licensure as Principal or District-Level Administrator.
- Oklahoma administrative certificate
- Have appropriate maintenance of administrative continuing education requirement.
- Ten or more years of relevant experience with an outstanding track record as a school principal (or equivalent) strongly preferred
- Experience in an urban school district is preferred

Center for Educational Leadership⁴¹

This job description was created by the Center for Educational Leadership and is included in a Principal Support Framework Resources and Tools. The full toolkit is available at: <https://www.k-12leadership.org/Action-Area-2>.

Title: Instructional Leadership Director

Position Summary

The West Plainfield School District is committed to helping all of its students learn at high levels. While many factors affect student learning, the district's ability to support high-quality teaching in every classroom is essential to realizing that goal. Research indicates that principals play a primary role in the improvement of teaching at scale. To that end, WPSD is intensively focusing its central office on improving how it recruits, selects, and develops the highest quality principals. A hallmark of this initiative involves assigning each principal a senior level central office leader who is responsible for their development as an instructional leader. This marks the district's transition from a heavy emphasis on supervising and monitoring principal performance to one of teaching and coaching as the primary mode of improving performance.

WPSD seeks experienced and successful instructional leaders to serve as **Instructional Leadership Directors** (ILDs). This senior executive-level central office position is designed to be a master teacher of principals, helping them increase their instructional leadership capacities as a means of improving teaching and learning in each school. ILDs' main charge is to utilize strong practices in developing instructional leaders by working with principals both one on one and in groups. ILDs will spend 100% of their time on this responsibility. Performance in this position will be measured through growth in principal performance and student learning.

Key Responsibilities

1. Work one on one with principals as partners to grow their instructional leadership capacity.
2. Develop principal professional learning networks focused on principals' growth as instructional leaders.

⁴¹ Note: Adapted from Center for Educational Leadership. (2012). *Instructional leadership director* [Job Posting].

3. Provide and broker professional development for principals based on individual and group learning needs.
4. Collaborate with ILD colleagues to share ideas and provide coherent support to principals.
5. Collaborate with other units in the central office to provide necessary resources to support principals' instructional leadership.

Desired Qualifications

1. Proven ability as a master teacher of adults, especially in K-12 environments, including modeling effective teaching and leadership practices; articulating a vision for effective instruction; creating learning networks; and inviting critique of own practice and reflecting upon it.
2. Expert in using evidence of principal and school performance to drive feedback to and teaching of principals, including observing and analyzing principal practice; using data on student, teacher, and principal performance to determine underlying causes; and providing differentiated support based on evidence.
3. Highly skilled at organizing and prioritizing in a demanding context to maximize teaching time with principals, including time management skills and an ability to schedule based on short- and long-term principal learning needs.
4. Proven ability in collaborating and negotiating with central office colleagues in support of principals' instructional leadership efforts, including an understanding of the key roles and responsibilities in the central office; knowledge of how resources are allocated to schools; and an ability to communicate principals' needs to a variety of stakeholders.

Preferred Background and Work Experiences

- Successful principalship including recruiting, hiring, supporting and holding staff accountable for results.
- Demonstrated experience closing gaps in student achievement.
- Successful experiences collecting, organizing and using student and teacher data.
- Successful experience working with and teaching adults.
- Successful experience coaching principals.
- Successful district central office experience.





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