Building Effective Principal Supervisory Systems

February 5, 2015
2:00pm – 3:00pm ET
Welcome!

Thank you for joining us for today’s webinar.

Vera Turner
AASA Project Manager
and Webinar Host
Logistics:

- Access the audio for today’s webinar either via your computer or phone.
Webinar Participation:

- We have allotted time for **Q&A**, but you can submit questions at any time.

- Please use the **chat window** to submit questions. In the dropdown menu, select **“All Participants”** and then type your question in the chat box.
Agenda:

• Industry Overview
• Tulsa Public Schools Case Study
• Panel Discussion and Q & A
• Additional Resources
• Wrap Up
Presenters:

PANELISTS:

Dr. Keith Ballard, Superintendent,
Tulsa Public Schools, OK

Dr. Kim Dyce, Deputy Superintendent
Tulsa Public Schools, OK

Julio César Contreras, Instructional Leadership Director
Tulsa Public Schools, OK

Andy Cole, Consultant, Wallace Foundation

MODERATOR:

Vera Turner, Project Manager
AASA, The School Superintendents Association, VA
Wallace Foundation

Andy Cole, Consultant
Wallace Foundation
What effective principals do

• Shape a transformational vision of academic success for all students
• Create a hospitable climate
• Cultivate leadership in others
  • Lead the leadership team
• Improve instruction
  • Lead the professional learning community
• Manage people, data and processes

Source: The School Principal as Leader: Guiding Schools to Better Teaching and Learning, January 2012
Putting it all together: a “principal pipeline"

That are all:
- High quality
- Aligned
- In support of district reform agenda
- District-wide scale
One position, many names

CGCS Report:
The Principal Supervisor Job is Critical to the Success of Principals:

Five Critical aspects of Principal Supervisor Support:

- Identify the training needs of the principals they supervise and provide this on an individualized basis;
- Manage learning networks among the principals with whom they work;
- Strengthen principals’ accountability by setting goals and objectives, supporting them in achieving them, and holding them accountable for the results;
- Strategically marshal resources and relationships in the community and serve as a buffer for principals with local groups; and
- Develop clear and shared visions, policies and expectations that focus on instructional improvement.
Principal Supervisors are Critical to Principal Performance Yet...

• Position definition varies from district to district
• Hiring criteria can be vague
• Those in the position have little experience or training for the job
• The number of principals supervised prevents a sharp focus on principal performance
• Need to move from a compliance focus to an instructional focus building the principal performance
Four Goals of PSI Initiative

• Design, implement and test training and support to improve the performance of all principal supervisors in selected districts;

• Assist districts in reducing principal supervisors’ “span of control” (i.e., the number of principals they supervise) and in planning central office redesign to support and sustain these changes;

• By looking across all the districts, develop emerging lessons about best ways to change the central office structure to support principal supervisors; and

• Assess the effectiveness and the effects of these activities across participating districts.
Principal Supervisor Initiative Sites

- Broward County Public Schools
- Cleveland Public Schools
- DeKalb County Public Schools
- Des Moines Public Schools
- Minneapolis
- Long Beach
- Tulsa Public Schools*(Lead District)
- District of Columbia Public Schools*(Lead District)
Current Work

• University of Washington: Central Office Transformation report (2010) and Principal Supervisor Toolkit (2013)

• The Council of Great City Schools: Urban district survey and report on principal supervisors in 43 districts

• Current work by CCSSO on developing principal supervisor performance standards

• Activities of the PPI districts

• Activities of the New PSI districts

• Released RFQ for organizations to gauge provider capacity to support this work
Tulsa Public Schools:

Dr. Keith Ballard
Superintendent

Dr. Kim Dyce
Deputy Superintendent
District Overview:

• The largest school in northeast Oklahoma with 40,000 students and 6,800 employees.

<table>
<thead>
<tr>
<th>Total</th>
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<tr>
<td>Hispanic</td>
<td>12,168</td>
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<td>Anglo</td>
<td>10,803</td>
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<tr>
<td>African American</td>
<td>10,454</td>
<td>26%</td>
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<tr>
<td>Mixed-Race</td>
<td>3,509</td>
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<tr>
<td>Native American</td>
<td>2,391</td>
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English Language Learners 7,382
Special Education 6,628
Free or Reduced Lunch 31,038
District Overview:

• Core Goals
  – Career and/or college readiness for all students
  – Teacher and leader effectiveness
  – Performance-based culture
  – Financially sustainability
  – Safe and secure schools
Challenges:

“We’re not a school system, we’re a system of schools.”

– Roles & responsibilities were unclear
– Too large of span of control
– Instructional leadership too diffuse, without clear accountability & responsibility
– Alignment of curriculum, instruction & assessment
– Inefficient cross-functional work
Strategies:

• Add a Deputy Superintendent
• Implement the Instructional Leadership Director role with a portfolio of schools of reasonable size (15:1)
• Identify the work & results principals will be held accountable for and integrate into the principal’s and ILD’s evaluation.
**Program Overview:**

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<th>Deputy Superintendent</th>
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<tbody>
<tr>
<td>Elementary ILD</td>
<td>13 schools</td>
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<tr>
<td>Elementary ILD</td>
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<td>Elementary ILD</td>
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<tr>
<td>Elementary ILD</td>
<td>14 schools</td>
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<tr>
<td>Secondary ILD</td>
<td>6 schools</td>
</tr>
<tr>
<td>Secondary ILD</td>
<td>9 schools</td>
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<tr>
<td>Secondary ILD</td>
<td>8 schools</td>
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<tr>
<td>K-12 ILD</td>
<td>7 schools</td>
</tr>
<tr>
<td>ILD Vacancy</td>
<td></td>
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</tbody>
</table>
Results:

A system of eight school networks varying in alignment of practices and focus of work.
Lessons Learned:

• School equity versus school equality
• ILD tools matter. Norming of tools leads to district wide norming of work.
• The ILD role continues to evolve, as a result PD is a priority.
• ILDs need time to learn from each other.
• Continued messaging around the role of the ILD with Central Office departments
Tulsa Public Schools:

Julio César Contreras
Instructional Leadership Director
Overview:

• As a Principal Supervisor, our work is defined by the following action & focus:
  Coach -> Leadership Development
  Support -> Systems/Structures Implementation
  Supervise -> Management of Systems/Structures
  Evaluate -> Analyze Impact & Outcomes
  Liaison -> Bridge to larger community partners
Challenges:

• Time Management
• Project Management
• Cross-functional & District Impact
Strategies:

- Develop a purposeful and intentional plan and focus to be followed weekly, monthly and year
- Participate in Cross-Functional Committees to align supports for Principals and Teachers
- Define 5 district-wide buckets of focus
Results:

- Increased time on instructional activities by Principals and Assistant Principals
- Teacher feedback is specific to developing teacher practice
- Administrators are expanding their toolkit of strategies for coaching and developing teacher practice
Panel Discussion
Join in the conversation.
Submit your questions using the chat feature.
Resources:

Contact Information:
Dr. Keith Ballard, BallaKe@tulsaschools.org
Dr. Kim Dyce, dyceki@tulsaschools.org
Julio César Contreras, contrju@tulsaschools.org
Andy Cole, acole@wallacefoundation.org
Vera Turner, vturner@aasa.org

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

The Wallace Foundation Knowledge Center
http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/default.aspx
Upcoming Events:

AASA Webinars

Topic: Extended Arts Education Programs
April 15, 2015: 2:00 to 3:00pm ET

AASA National Conference on Education
San Diego, California

Thought Leaders Session: Getting Smart About Summer Learning
Thursday, February 26, 2015; 10:15 -11:15 am
Breakout Session: Thursday, February 26, 2015; 11:30 am – 12:30 pm

Thought Leaders Session:
Next Generation Leadership: Building a Pipeline of Great School Leaders
Friday, February 27, 2015; 12:15 -1:15pm
Breakout Session: Friday, February 27, 2015; 1:30 – 2:30 pm

Register for Conference: http://nce.aasa.org/register/
Thank you for your participation!