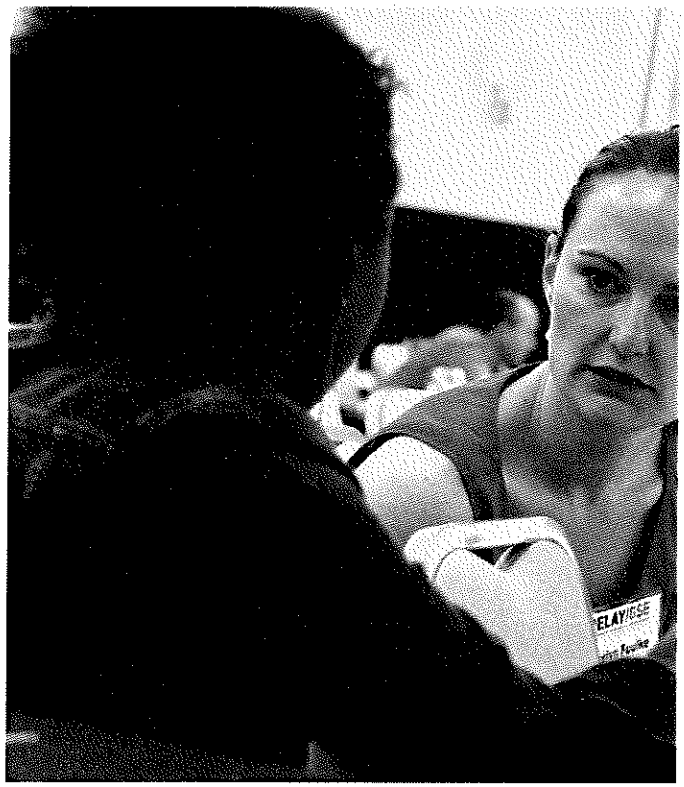
BEYOND BUSES, BOILERS, AND BOOKS



INSTRUCTIONAL SUPPORT TAKES CENTER STAGE FOR PRINCIPAL SUPERVISORS

By Sarosh Syed

On a steamy morning in July, about 200 educators from around the country pored over model algebra and English lesson plans at the Relay Graduate School of Education's 12-day summer intensive program for principals in New York City. Their task: to identify why these lesson plans succeed and how principals can replicate them in their schools. The purpose: To allow principals to step away from the pressures of their schools and focus on how they can help students learn.

Participants flipped through bulky white binders, scribbling notes on worksheets or tapping them into laptops. The room was silent, save for an occasional whisper, a cough, or a buzz of a phone reminding its owner of responsibilities at the office.

After 12 minutes of reading and contemplation, participants started throwing out ideas as Relay staff members with wireless microphones raced after raised hands. When people agreed with a statement, they would snap their fingers, a practice that allowed them to signal support without the clattering sound of clapping that could disrupt the flow of the class.

The statement that got the loudest, longest assent came not from one of the principals, however, but a man who supervises them. Antonio Esquibel oversees 10 principals in Denver. If principals want to replicate such lessons in their schools, he suggested, they have to manage their time. Esquibel used to run a school of 2,000 students and 122 teachers, he told the group, and found it impossible to review every teacher's lesson plan. The answer, he said, was to delegate the job to teacher leaders. The sound of eager snapping rolled through the room.

Why would Esquibel, a principal supervisor, need to attend a training session for principals? For school officials in Denver, the answer is that principals are most effective when their supervisors work in sync with them. "We want our principal managers to be able to model best practices in observation, feedback, and coaching with the principals they supervise," said Greta Martinez, assistant superintendent in

Jocelyn Foulke, center, is one of about 200 educators from around the country who participated in a summer intensive program at the Relay Graduate School of Education in New York City last July. Foulke is head of school at Excel Academy Charter School in East Boston, Massachusetts.

Denver Public Schools' Office of Post-Secondary Readiness. "We want our managers to have a deeper understanding of what we want our principals to know and be able to do."

Denver Public Schools, one of 14 districts that receive funding from The Wallace Foundation to improve principal effectiveness, is also one of a number of districts around the country emphasizing the development of principals' managers in the central office. The principal's job has changed over the last decade, going from a role that revolved around "buses, boilers, and books" to one that centers on promoting high-quality teaching and learning in classrooms. But in most districts, the principal supervisor's job hasn't yet adapted to that change.

A Wallace-commissioned study by the Council for the Great City Schools found that principal supervisors are often stretched for time, insufficiently staffed, poorly matched to the needs of their schools, and assigned to too many schools (Corcoran et al., 2013). A Council survey of administrators in 41 large districts found that principal supervisors manage fully 24 principals on average and that their duties typically extend beyond helping principals. Close to 95% of respondents said their responsibilities included "district administrative issues" while almost 73% put "district compliance issues" among their job tasks (Casserly, Lewis, Simon, Uzzell, & Palacios, 2013).

The unwieldiness of the job as it is often structured can hamper a district's ability to support its principals. "Principal supervisors are the ones that are out in schools, in the field, working with principals," said Tricia McManus, director of leadership development at Hillsborough County Public Schools, the district encompassing Tampa, Fla., and another recipient of Wallace funding. "If we're going to maintain the quality of principals we're putting into that new principal role and continue their support and development, we're going to have to focus on the role that's in the schools the most."

The Wallace Foundation

This article is sponsored by The Wallace Foundation.

To make sure principals get the instructional support they need, school districts are experimenting with several strategies.

IT STARTS WITH THE JOB DESCRIPTION

As in many districts around the country, until recently principal supervisors in Hillsborough County were largely responsible for evaluating principal performance and providing administrative supports such as help with budgets, communications, and community relations. Evaluations focused more on day-to-day operations than classroom instruction. And instructional support often came from departments operating independently of principal supervisors.

To sharpen its focus on classroom instruction, Hillsborough County has put principal supervisors at the center of all supports for principals, administrative and instructional. Supervisors now oversee principal coaches and coordinate all central office personnel that support principals, from those who help with employee benefits to those who

work with students with special needs. To give supervisors time to handle their new responsibilities, Hillsborough has freed them from some community relations work.

"If you look at a job description previously and looked at one now and what we're expecting of them, it has shifted dramatically," McManus said.

NEW TRAINING TO MEET NEW NEEDS

Many principal supervisors have to develop the skills they need to support principals. That could mean everything from brushing up on teaching methods to learning best practices for site visits and school walk-throughs. In other words, principal supervisors need the right kind of professional learning to do their newly defined jobs.

Denver's Relay program included a four-day course especially for principal supervisors. It took them through ways in which supervisors could make the most of site visits — how to spot common mistakes in principals' classroom observations, what to look for when walking the halls and evaluating the school's culture, how to budget time not just to observe principals, but also to offer feedback on performance. Trainees watched videos of other supervisors at work, critiqued what they saw, and, for practice, simulated their own school visits.

Relay's approach is to familiarize teachers, principals, and principal supervisors with the basic practices that help children learn so teachers can provide sound instruction, principals can help teachers improve, and principal supervisors can ensure that principals are offering the support teachers need. "You start with what you want to see in classroom instruction," said Lindsay Kruse, lead planner of the school leadership program at the Relay Graduate School of Education, "and then you have to work backwards from there."

Some districts focus training on executive coaching. "What we were hearing from principals was their need for some actionable feedback, not just 'you're doing a really good job,' " said Ann Clark, deputy superintendent of the Charlotte-Mecklenburg school district, another Wallace grantee. "So we have been providing that coaching training to our principal supervisors to build their capacity to do that."

The district is working with Queens University's McColl School of Business, which provides customized leadership training for professions ranging from financial services to medicine to education. McColl is developing a program in which Charlotte-Mecklenburg's principal supervisors will study the basics of effective management, simulate interactions with principals, and get feedback on their coaching skills from well-regarded leadership experts.

According to Linda Christopherson, executive director of McColl's Executive Leadership Institute, a key part of the curriculum is to help supervisors build principals' abilities, not just solve problems for them. "Supervisors are busy," she said. "The temptation to just give principals the answers is often too strong. But they have to understand that by asking the questions and waiting for answers, they can expand the capacity of principals to get those answers themselves."

In Prince George's County, Md., another Wallace-supported district, the district's 20 supervisors gather weekly to beef up their mentoring skills. They simulate school environments to learn how to draw information from conversations with principals, identify potential problems, and determine the resources principals need to address those problems.

The goal, according to Sito Narcisse, an associate superintendent in the district, is to help principal supervisors make a transition from a focus on compliance with regulations to a focus on advice and counsel. "We want them to be more of a coach and a thought partner," he said.

MATCHING THE SUPERVISOR TO THE SCHOOL

Training is crucial, but an equally important consideration for districts is to make sure that they make the right match between supervisor and school.

Georgia's Gwinnett County Public Schools, another Wallace grantee, hires as principal supervisors only those who have a record of success as principals in the district. The requirement, according to Gwinnett County leaders, ensures that supervisors already have a firm grounding in best practices of classroom instruction, school leadership, and Gwinnett County's procedures and protocols. But until last year, the district assigned supervisors to schools based on geography. They would oversee all schools in a particular neighborhood, be they elementary, middle, or high schools.

The structure was not ideal for principals, according to Glenn Pethel, assistant superintendent of leadership development at the district, which is located outside of Atlanta. "If I'm an elementary school principal and I have a supervisor with high school experience, I don't want to spend months trying to get them up to speed on what literature circles look like," he said.

Such realizations led the district to reassign its supervisors so they now oversee only the sorts of schools in which they have experience. The new structure, according to Kevin Tashlein, associate superintendent of school improvement and operations at Gwinnett, has enabled supervisors to support principals not just in matters of administration but also in matters of instruction. "The reorganization by level allowed us to really think strategically about school improvement as the focus of the principal supervisor's work," he said.

MANAGING THE WORKLOAD

Even if supervisors perfectly match their schools, they cannot be effective if they have too many schools to oversee. Gwinnett County is a district with 134 schools spread over 437 square miles, but until last year it had just five principal supervisors. Some managed as many as 26 schools, visiting principals as infrequently as three to five times a year.

"One individual attempting to supervise, evaluate, coach, and facilitate that many individuals is almost impossible," said Pethel.

Ann Clark at Charlotte-Mecklenburg Schools experienced a similar challenge. Her district had just six supervisors for 180 principals, with each supervisor overseeing between 16 and 40 schools. "There was an inability to physically be present in schools and conduct instructional walk-throughs, or conference with the principals and the school leadership teams at the schools," she said. "We weren't able to provide responsive support to schools."

Both districts are hiring new principal supervisors to lighten each supervisor's load. Others such as Denver hired deputies to split the work. The goal is to ensure that supervisors oversee no more than 10 to 12 schools.

Results of the expansion are still coming in, but Denver, an early entrant into the area, has received some positive feedback. In 2013, principals and central office staff members said the reduced workload had made principal supervisors more readily available and quicker to address principals' needs, according to a written account of the Denver effort (Gill, 2013, pp.5-6).

FOCUS ON TEACHING AND LEARNING

Principal supervisors don't work in a vacuum. To make sure they are able to provide principals with instructional support, districts may have to re-evaluate policies and procedures beyond the role of the principal supervisor. Some districts are reallocating resources and revising organizational charts to ensure that the energy of principal supervisors is focused squarely on teaching and learning in the classroom.

In Hillsborough County, the new focus on principal supervisors has led to a realization that "the entire system has to shift," according to Tricia McManus. "It started at teacher effectiveness and then up to principal effectiveness and then up to principal supervisors," she said. "And now we're looking at the way we do business at the central office altogether."

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Continued from p. 39

celebrations of progress.

Last year, the district's high schools created an annual report chronicling their progress. The findings demonstrated that when students witnessed formative assessment in three or more classes, they exceeded Canadian norms on effort, sense of belonging, rigor, and intellectual engagement — the most important of outcomes for high school students.

Saskatoon students continue to report intellectual engagement at 13% above national norms, and the direct relationship between formative assessment practices in their classrooms and their level of intellectual engagement is clear.

Because school-based leaders felt strong ownership of both their targets and their results, they view this progress as their own and value the contributions of central office team members in creating a school in which they can all be proud.

Brent Hills, a high school principal, notes: "Over the past few years, what I keep finding myself saying to staff is that the power of the inquiry process is placing professional development where it belongs ... in the hands of professional teachers! Inquiry teams share their questions and progress (successes and challenges) with one another often, sparking ideas and creativity. This sharing has led to better learning opportunities for all students."

Ultimately, Saskatoon Public's central office has built, collaboratively, a structure that supports the work of its schools. The central office facilitates planning to clarify goals, helps narrow the focus, marshals evidence of progress, and lays a research foundation for district leadership and teaching practices.

In helping create this structure, central office leaders learned that the work is best achieved cooperatively. The entire learning community has worked together to raise the work inside schools, where professional learning lives.

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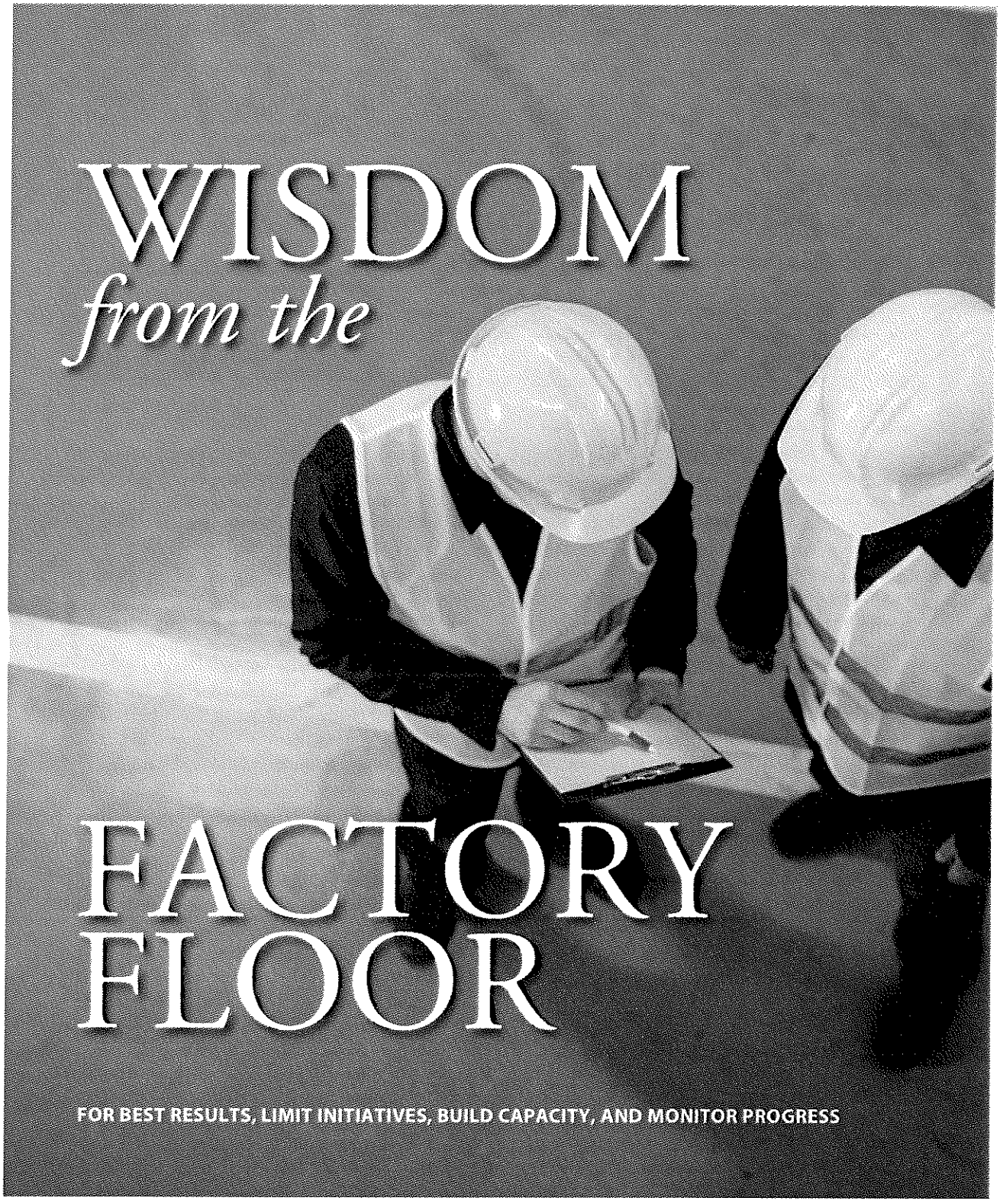

WISDOM *from the* FACTORY FLOOR

FOR BEST RESULTS, LIMIT INITIATIVES, BUILD CAPACITY, AND MONITOR PROGRESS

By Chad Dumas and Craig Kautz

Imagine you are on a tour of an assembly line factory that makes air conditioners for large vehicles.

Assembly line workers wearing hard hats, safety goggles, and ear protection are arranged in "pods" (similar responsibility teams): one for welding, another for electrical components, yet another for painting. Dozens of pods fill the immense factory floor, and each area has a designated time for completing its assigned tasks.

During the tour, the manager-turned-tour-guide emphasizes a process of continuous improvement. This process, basically the plan, do, study, act process from Deming (1986), catches you off guard. As a thought leader and worker, you are surprised to find such a process in a place characterized as routine and repetitive. You ask about the company's improvement processes, how it measures improvement, and how it engages workers in improvement.

Finally, the manager says: "Don't tell our workers, but they really don't need us in order for them to do their job. Our job, as managers, is to build their capacity to make the needed improvements on their own."

This is a true story, told here to emphasize that the job of management — whether at an assembly line factory or in the central office of a school district — is to build capacity.

FOCUS, BUILD, AND CHECK

Focus, build, and check: These are the leadership priorities of a central office working to establish a professional learning community culture — a culture of continuous improvement.

DuFour, DuFour, Eaker, and Many (2010) state that the central office has three key tasks in leading professional learning communities: Limit initiatives, build capacity, and monitor progress. In other words, focus, build, and check.

That's what is happening in the Hastings (Nebraska) Public Schools, where two of the eight schools have been identified as national models of educational effectiveness. In seven of eight buildings, in just four years, student test scores have increased from around 60% proficiency to around 80% proficiency or better.

FOCUS

Limiting initiatives, rather than pursuing the most recent innovation, is an important task for the central office. Central office leaders must show restraint and insist on focused efforts.

At Hastings, central office leaders emphasize three key principles and four critical questions, based on DuFour et al. (2010). Those principles are: a focus on learning, staff working collaboratively, and using results to improve both student learning and instructional practice.

Sample agenda for learning team meeting, pp. 32-34.

The critical questions are:

1. What do we want students to know and do?
2. How will we assess what students know and do?
3. What will we do for students who don't yet know what we want them to know and do?
4. What will we do for students who do know and can do and need to move on to more advanced learning?

Any innovation must fall within those three principles or help district leaders answer one or more of the four critical questions.

Hastings leaders reduced their efforts on a number of initiatives. A few years ago, the district gave a norm-referenced test three times a year in almost every grade level. Now, the district requires the test in select grade levels just once a year, choosing instead to focus on formative assessment practices and professional learning community processes.

Another initiative that has been reduced is the practice of double-scoring. In the past, every student paper in district writing — done in fall and spring in grades 3-11— was double-scored for reliability. Now, all papers are scored once, then a random sample of papers are double-scored to ensure reliability.

Further, more emphasis is placed on anchor papers. The result is that student writing is scored in half the time, the scores are more reliable because staff aren't exhausted from

reading hundreds of papers, and the focus can be directed toward using data from the assessments to improve instruction.

There are more examples of limited initiatives — new intervention programs, the latest computer programs, professional development speakers, and other programs. These initiatives don't get beyond central office leaders' desks because they choose to focus.

BUILD AND CHECK

Building and checking involve joint responsibility for learning and mutual accountability for action.

Building capacity and monitoring progress go hand-in-hand. Monitoring progress of implementation without building capacity is like expecting performance without providing the needed learning for implementation.

In Hastings Public Schools, the common language is what the district calls the learning cycle: Assess, instruct, assess, and reflect. Through the learning cycle, all work focuses on either assessment literacy or instructional practices, conducted in the context of professional learning communities.

The district uses four main activities aligned with the district's focus on building capacity for assessment literacy and professional learning community implementation: monthly administrative learning team meetings, classroom walk-throughs with central office staff and each other, leadership trainings, and school improvement leadership days.

ADMINISTRATIVE LEARNING TEAM

Twice a month, all district administrators convene. One meeting is devoted to purely management items. The second is the learning team meeting. The separation allows district leaders to focus on their professional learning as leaders in the district.

Learning team meetings last about three hours. (See sample agenda and notes on pp. 32-34.) Meetings employ a mix of structures adapted from Learning Forward's Standards for Professional Learning (Learning Forward, 2011) and best instructional practice. For example, the whole group may hear a short talk about insights into the learning for the day. Every meeting dedicates significant time to small-group learning. There are also sections devoted to coaching.

During small-group learning, principals are grouped, together with central office staff, to engage in tasks such as debriefing from prereading, engaging in a specific activity, and reviewing evidence of implementation of the learning cycle from staff in their buildings.

The expectation in the Hastings Public Schools is that every teacher formally documents his or her engagement in the learning cycle, providing evidence of preassessing, instruction, post-assessing, and reflecting on what did or didn't work based on evidence of student learning.

Building principals guide staff through the learning cycle. Every month at the administrative learning team meeting, they bring evidence of staff's implementation of the learning cycle. This serves two purposes: Principals see what teaching staffs are doing in their own and others' buildings, and they hold each other mutually accountable for doing the work.

The learning team meeting includes time for coaching so that principals can learn to give effective feedback to their staff. Role-playing is key to this process as principals and central office staff engage in mock conversations about the evidence of professional learning provided by learning teams in their building. The principal is then able to practice using coaching skills that are useful when working directly with staff.

CLASSROOM WALK-THROUGHS

Workshops, trainings, and events will make no difference in student learning if there isn't a change of practice in the classroom. Hence, classroom walk-throughs are critical to building staff capacity and monitoring implementation of effective practice.

The district's director of curriculum, instruction, and assessment began conducting walk-throughs throughout the roughly 300 classrooms in 2010-11. The goals of the walk-throughs are to build a common language of instruction, understand the

HASTINGS PUBLIC SCHOOLS

Student results on Nebraska's state reading and math tests 2010-14

The results of improvement efforts in Hastings Public Schools, as measured by state test scores, show strong and steady gains in student reading and math scores.

Grade	Reading			Math		
	2010	2014	Change	2011	2014	Change
Grades 3-8 average	60	78	+18	65	74	+9
3	59	81	+22	64	78	+14
4	60	84	+24	71	84	+13
5	55	79	+24	78	79	+1
6	62	77	+15	72	71	-1
7	62	80	+18	60	73	+13
8	62	80	+18	66	77	+11
11	61	58	-3	44	48	+4

In 2010, the average percent of students proficient in Hastings Public Schools was eight percentage points below the state average. In 2014, the average percent of students proficient was above the state average. This has been accomplished with almost 60% of students in poverty, compared to the state average of 44%.

Source: Hastings Public Schools.

implementation of instructional strategies in classrooms, and build the capacity of principals to have productive coaching conversations with teachers.

The following year, building principals joined the walk-throughs. And in 2012-13, principals doing exceptional work with specific strategies were paired with principals facing challenges with those strategies. In 2013-14, some building principals brought teachers along on the walk-throughs.

The district, in collaboration with building principals, developed a feedback form based on Design Questions 1 and 5 from Marzano's *The Art and Science of Teaching* (2007). Teachers received a copy, but neither the central office nor the building principal kept copies.

LEADERSHIP WORKSHOPS

Workshops are one very limited action that the district takes to build the capacity of principals and other designated leaders. These workshops are focused on district leaders (principals and school improvement leaders in the building) only and are not open to the entire staff.

For example, when first implementing Design Questions 1 and 5, the district brought in author Jim Knight for two days to assist in providing feedback to staff. In 2013-14, the district brought in education consultant Lee Jenkins to help leaders understand how to use his LtoJ tool for setting expectations, monitoring progress, and celebrating success.

These limited workshops focus on building leaders' understanding to move forward with implementation after the workshop.

SCHOOL IMPROVEMENT LEADERSHIP DAYS

One of the longest-standing and more consistent philosophies of school reform is Larry Lezotte's (2005) Correlates of Effective Schools. Lezotte's first correlate is instructional leadership. A key aspect of this is the need for a core leadership group whose responsibility is "to initiate and sustain an ongoing conversation of school change based on the Effective Schools research" (Lezotte, 2005, p. 183).

Hastings Public Schools cultivates core leadership groups in every building by hosting school improvement leadership days. These are three separate days during the school year — typically in September, December, and February — where school improvement leaders from each building come together for the day.

Led by the district's director of curriculum, instruction, and assessment, building principals and their school improvement chairs gather in a central location. The district provides substitute teachers for classroom teachers who chair the school improvement committees in their building.

The morning of each session focuses on new content that school improvement leaders need to consider in implementing their action plans. In 2010-11, content for the school improvement leadership days focused on data literacy, data analysis, and the content of a building profile.

In 2011-12, the morning session of school improvement leadership days focused on the study and implementation of the breakthrough model of school improvement. This included researching best practices, clarifying interventions, and developing district and building action plans.

The next two years, the district focused on an in-depth study of Learning Forward's Innovation Configuration maps (Learning Forward, 2012) for the Standards for Professional Learning — specifically, those concerning the roles of principals and leadership teams.

During the afternoon portion of school improvement leadership days, participants work in their teams. The focus is on implementing the learning from the morning, revising building action plans, and planning specific next steps.

FOCUS, BUILD, AND CHECK

District leaders realize that while they can lead change, they can't manage it (Fullan, 2001).

Instead of trying to control change, Hastings' central office staff creates the conditions for change to occur: They focus their efforts. They build the capacity of the people in the district to make change happen. And they monitor the implementation of learning throughout the district.

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ADMINISTRATIVE LEARNING TEAM *AGENDA*

Tuesday, Dec. 17, 2013 District office conference room 8:45 a.m. to 11:30 a.m.

BEFORE THE MEETING, PLEASE:

1. Read pp. 132-153 of *Learning by Doing* (2nd ed.) — note Knowledge Map Key Concepts as you read.

2. Bring the interview questions that you use when interviewing teachers for position(s) in your building.

3. Bring evidence of the implementation of the learning cycle and SMART goal(s).

FOCUS ON COMPETENCY 3: The leader understands the necessity of clear academic achievement standards, aligned classroom-level achievement targets, and their relationship to the development of accurate assessments.

Estimated time	Topic	Facilitator(s)	Desired outcome
5 minutes	Gathering	All	Initiation of meeting
5 minutes	Last time's quiz data	Chad	Review/preview
5 minutes	Divide into groups: Craig, Tamisha, David (F), Cathy, Montessa, Jay, Donna (F), Beth, Jason, Chad, Lawrence, Amy (F)	Chad	Preparation
30 minutes	*Learning by Doing*, pp. 132-153 What key concepts are in this section? Where are they found? What ahas did you have?	Facilitators	Shared understanding
30 minutes	Assessment FOR Learning Activity 13	Facilitators	Shared understanding
30 minutes	Assessment FOR Learning Activity 13 debrief	Chad	Future action steps
30 minutes	Learning cycle show-and-tell Modeling conversations with staff	Facilitators	Mutual accountability
20 minutes	Gallup hope	Chad	Shared understanding

NORMS: Be prepared, be on topic, be respectful, honor consensus.

Source: Hastings Public Schools.

ADMINISTRATIVE LEARNING TEAM *NOTES* Dec. 17, 2013

Assessment FOR Learning Activity 13 (p. 170)

Great questions already:

Great questions to add:

Learning cycle show-and-tell observations

Pause

Prompt

Paraphrase

Rapport

Hope article (tinyurl.com/hpshope):

Four things that "squared" with me:

1.
2.
3.
4.

Three things that I will "try-angle":

1.
2.
3.

Question(s) that is/are still "circling" around in my head:

Source: Hastings Public Schools.

1.2 4B

_____'s Daily-Weekly Schedule

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1.2 4B

_____'s Daily-Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
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