

Want Better School Leaders? Improve their Supervisor FIRST!

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Learning Objectives

- Identify strategies for understanding needs of principals for continuous growth and support.
- Examine needs of principals
- Share tools for assisting principals
- Share best practice ideas to enhance principal performance



What Makes an Effective Principal Supervisor?



Qualities of a Principal Supervisor from the Principal Perspective...



- Trust
- Challenge
- Goal/ Evidence Focused
- Collaborative
- Non Judgemental/Open Minded
- Passionate
- Clear Communication
- Reflective
- Knowledgeable about Instructional Practices
- Presence
- Promote collegiality





DISCUSSION

**How do you know what your
principals need in their
supervisor?**

Role of the Principal Supervisor





Districts
create the conditions to
transform the principal
supervisor role

- Envision the new role of the principal supervisor
- Implement the PSI components
 - Revise job description
 - Reduce span of control
 - Train principal supervisors
 - Develop approaches for succession planning
 - Change central office structures
- Collaborate with other PSI districts
- Participate in professional learning communities and convenings
- Communicate the PSI vision and changes
- Align the PSI with other district priorities



Supervisors
shift their work to focus on
developing and supporting
principals, with a focus on
high quality instruction and
instructional leadership

- Move away from focus on compliance
- Focus on instructional leadership and instruction
 - Increase time in schools to work directly with principals
 - Facilitate networks of principals
 - Provide ongoing support to principals and schools
- Develop new practices and skills
 - Evaluate for principal growth
 - Conduct school and classroom walk-throughs focused on high quality instruction and instructional leadership
 - Provide ongoing feedback and coaching
- Increase consistency of practice



Principals
improve their instructional
leadership skills and practices

- Observe and assess classroom instruction
- Assess teachers' professional development needs and implementation
- Provide feedback to teachers

The Principal Supervisor...

- Support principals instructional leadership
 - Help principal lead their own learning
 - Use specific teaching and learning moves
- Prioritize the right work
 - Rethink our role as supervisors
 - Organize for principals' learning
 - Lead our own learning



From the Principal's Chair...



- Knowledge of the school and the practices in place
 - Know the needs of the principal
 - Know the skills/personality/work mode of the supervisors
 - Know how to refocus the efforts back to the priorities
 - Know me and have a relationship with me
-

How We Do Our Work?





Priority Practices for Instructional Leaders

The SC PADEPP Standards emphasize the core responsibilities most critical to improve the academic success and well-being of students. Each standard encompasses a fundamental area of leadership practice. These guiding questions support the decisions and continuous development of school administrators as they improve instruction, school culture, and student learning.

Vision, Mission, and Learning-Focused Culture	PADEPP Standard	Guiding Questions
	Standard 1: An effective educational leader fosters the academic success and well-being of each student by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.	<ul style="list-style-type: none"> How do school leaders involve stakeholders to create a shared vision? How do school leaders guide the alignment of the school's renewal plan to the district's vision, mission, and goals? How do school leaders communicate and drive the school's vision and goals? How do school leaders evaluate and refine the strategies to achieve the school's vision? What do the school's environment and day-to-day interactions among students, staff, and families say about what is valued in the school community? How do school leaders exhibit a commitment to equity and a learning-focused culture? How do school leaders use data to create a sense of urgency around priorities for academic growth and the preparation of all students for college and career success?
Improvement of Instructional Practice	PADEPP Standard	Guiding Questions
	Standard 2: An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.	<ul style="list-style-type: none"> How do school leaders communicate high expectations to drive the school's instructional focus? How do school leaders use data on student learning and teacher practice to identify an area of focus, provide professional learning, and implement instructional strategies to achieve school goals? How do school leaders evaluate the impact of selected teaching strategies, instructional programs, and technology to determine next steps? How do school leaders use the instructional protocol in teacher observation, feedback, and support to improve instruction and assessment? How do school leaders make decisions about interventions and strategies to close the achievement gap and ensure success of all students? How do school leaders develop a professional community of teachers who monitor progress and collaborate to improve instruction? How do school leaders maximize their time to improve teaching practice and student learning?
Organizational and Systems Leadership	PADEPP Standard	Guiding Questions
	Standard 3: An effective educational leader fosters the academic success and well-being of each student by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.	<ul style="list-style-type: none"> How do school leaders demonstrate collaborative problem solving and consensus building? How do school leaders demonstrate understanding of the purpose and value of high-functioning Professional Learning Communities? How do school leaders assess staff strengths and challenges and make assignments to best serve the needs of students? How do school leaders assign available personnel resources to ensure adequate intervention to meet the needs of students? How do school leaders strategically recruit, hire, induct, support, develop, evaluate, and retain staff? How do school leaders use the evaluation process to inform personnel decisions? How do school leaders allocate time in the school day to ensure teacher collaboration and optimal conditions for student learning? How do school leaders ensure that a safe environment is provided for all students and staff? How do school leaders manage financial resources to create optimal conditions for student learning?

Culture and Relationship Building	PADEPP Standard	Guiding Questions
	Standard 4: An effective educational leader fosters the academic success and well-being of each student by advocating, nurturing, and sustaining a positive, equitable school climate.	<ul style="list-style-type: none"> How do school leaders develop and encourage leadership in others to support a culture of learning throughout the school? How do school leaders create a caring culture and use data to instill urgency around social/emotional support for student success? How do school leaders establish and sustain expectations that support a positive and safe climate for learning? How do school leaders resolve conflicts and crisis situations in a timely, direct, and constructive manner? How do school leaders collaboratively create a learning environment that respects diversity?
Professional Leadership	PADEPP Standard	Guiding Questions
	Standard 5: An effective educational leader fosters the academic success and well-being of each student by collaborating effectively with stakeholders.	<ul style="list-style-type: none"> How do school leaders implement a system of regular communication with stakeholders? How do school leaders regularly solicit input from all stakeholders? How do school leaders actively engage all stakeholders (staff, parents, students, community) in assessing, problem solving, and decision making for school improvement? How are school leaders responsive to the diverse interests and needs of the community? How does the school leader's participation in school and community activities support the school's vision?
Leading, Developing, and Supporting People	PADEPP Standard	Guiding Questions
	Standard 6: An effective educational leader fosters the academic success and well-being of each student by demonstrating integrity, fairness, and ethical behavior.	<ul style="list-style-type: none"> How do school leaders model respect, understanding, sensitivity, and appreciation for all people? How do school leaders demonstrate an adherence to local, state, and federal requirements? How do school leaders exhibit integrity, fairness, honesty, and ethical behavior?
	PADEPP Standard	Guiding Questions
	Standard 7: An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.	<ul style="list-style-type: none"> How do the actions and communication of school leaders align with and support the school's vision and mission? How do school leaders foster positive relationships to address the needs, feelings, and concerns of others and build mutual understanding? How do school leaders use strategies for problem solving, consensus building, conflict resolution, and crisis management?
	PADEPP Standard	Guiding Questions
	Standard 8: An effective educational leader fosters the academic success and well-being of each student by collaborating to plan and implement professional development that promotes the achievement of school and district goals.	<ul style="list-style-type: none"> How do school leaders distribute leadership (instructional coaches, mentors, and other teacher leaders) to improve instructional practice? How do school leaders use data on instructional practice and student learning to identify, plan, and assess professional learning, coaching, and support?
	PADEPP Standard	Guiding Questions
	Standard 9: An effective educational leader fosters the academic success and well-being of each student by using available resources and opportunities for professional growth.	<ul style="list-style-type: none"> How do school leaders strategically select learning opportunities aligned with an area of focus for their professional growth to better affect instruction and student learning? What evidence exists that the school leader establishes and maintains a professional network with other administrators to support his/her practice? What evidence exists that the school leader's professional development demonstrates further understanding of instructional and cultural best practice?

Supporting the Needs of Principals



Instructional Leadership

Operational Leadership

Strategic Thinking/PLanning

Organizational Change

Continuous Improvement



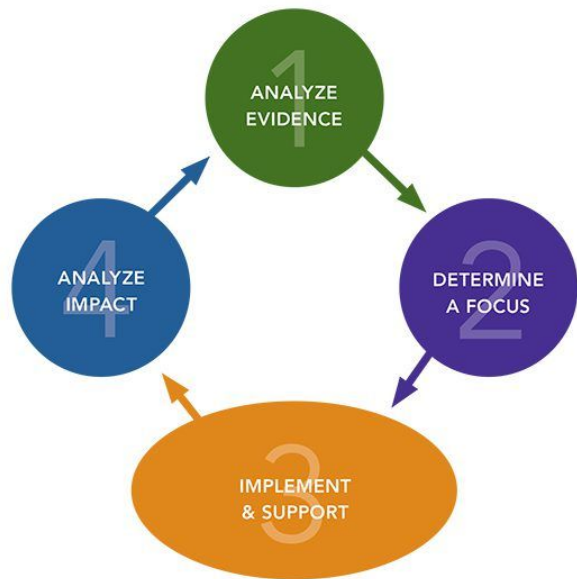
AGENDA Dr. McDonald Work Session
3/14/2019 11:45 - 2:00 Admin. Conf. Room
Lee, Long, Hamer, Greene, Walker, Hawkins, McDonald

Topic	Details	Discussion/Consensus
HS RA Classes, too many?	We will now have 10 (5 virtual) and wonder if there is a fulcrum here.	Yes - if you take them away. Embedded - limits # can take. No GTT HS credit - disrupts sequence. Band 1 H - need to consider GPA effects. Meet with Band 8 kids. Same for Orchestra and Chorus, Art 1...Keep SPAN @ CP..
Teaming	Have not made plans for 19-20. Just want to discuss as it pertains to possible run at Schools to Watch. Could we consider one grade level? What are some recommendations when we don't have the same number of teachers in all subjects?	
Inclusion Numbers	Large. All special ed service numbers are increasing. Preparing for rising 6th grade numbers	Hard look at "really need service" What intervention is best?
More kids in 180/44	Roll-up numbers are large. If numbers are larger than the class size/sections we can hold, how do we determine who needs it?	See notes
Movement from 180 to 44 during the year	Do they need to move into a separate section?	
Baseline	Want to make sure #'s are correct.	Lee: I feel good that we have it 100% correct.
Mastery Connect Usage	Teachers are currently asked to use two times per week and assess each tested standard three times within the quarter it is taught. This is above the district requirement. Are we overusing Mastery Connect?	Time spent - meaningful...are they wise (economical) use of the time? Bang for the buck. Teacher activity needs to be more pronounced/ declared. Intentionality - "why?"..
Benchmark Reflection	Teachers analyze class performance by looking at DOK.	Make sure teachers with low %'s have something substantive planned to get

School Work Sessions

- Topics based on principal leadership needs
- Include leadership team
- Scheduled with schools throughout the year to focus on most immediate needs
- Tied to goals for principal growth
- Include leadership team

Instructional Coaching Cycles



- Engage principals in the continuous improvement process
- Inquiry model coaching
- Focused on a central Theory of Action around a problem of practice in learning

Pre/Post Planning Support

Principal Learning Plan

1. Principal Name: Jordan Finlay
2. Date of First Session of Cycle: September 5, 2019
3. Target Date to Analyze Impact: December 2019
4. Principal Professional Development Plan (PPDP) Goals
 - a. Math
5. Analyzing Student Data to Determine Problem of Practice
 - After analyzing student achievement data, what major trends and opportunities for growth have you identified? African American students continue to show lower student achievement compared to other students in the school.

6. Developing a Theory of Action

3. Principals	2. Teachers	1. Students START HERE
<p>3a. How is principal's practice affecting teacher's instruction? What is the principal doing (or not doing) as an instructional leader that's helping or hindering teachers' instructional performance?</p> <p>In order to help our teachers be successful, the principal will need to gain a deep understanding of the new curriculum and intended instructional strategies so that he can provide adequate feedback and training to teachers.</p> <p>Impressions, observations, and confirmations:</p> <p>The curriculum is new this year. The principal is learning and having to adjust to the new curriculum and working with teachers to better understand their needs and the support they require to best implement the strategies to be successful in the program.</p> <p>What needs to change in principal practice to better support teachers' instructional performance?</p> <p>The Carnegie program is new to every math class this year. Teachers are struggling with</p>	<p>2a. How is teachers' instruction affecting student learning? What are teachers doing (or not doing) in their instruction that's helping or hindering students' performance?</p> <p>Teachers are using an entirely new curriculum, complete with online resources. The new strategies should focus more heavily on these concepts and utilize student collaboration to get the most out of our instructional time with students.</p> <p>Impressions, observations, and confirmations:</p> <p>Teachers are adjusting to the new curriculum and realizing that students are missing content vocabulary that is necessary to be successful especially in 8th grade.</p> <p>What needs to change in teacher practice to better support student learning?</p> <p>In 8th grade, the Carnegie system depends on students prior knowledge of a lot of content</p>	<p>1a. What's going on with our students' learning?</p> <p>Students (especially 8th grade African American males from 2018-2019) showed a weakness on the SCReady Math test, with their biggest area of struggle being in Expressions, Equations, and Inequalities.</p> <p>Impressions, observations, confirmations:</p> <p>the new math program requires a lot of math vocabulary and activating prior student knowledge. Students who have struggled with previous grades and classes may not have the skills to be as successful because of their academic deficiencies.</p> <p>What needs to change in our students' learning?</p> <p>In order for students to be able to do the math program effectively and increase their</p>

the content and the materials. As principal, it is important to understand the new program so that we can better help the teachers support student achievement.	vocabulary. The teacher has to really build a strong understanding of the vocabulary and help make sure that they have taken into consideration kids may not have strong prior knowledge of it when they are teaching the lesson. The material is basing the new content on the assumption that students previously learned material and they need to continue learning.	performance in number systems and activities related, they must understand the content vocabulary and be able to apply it to new learning. The teacher will need strategies and skills to be able to support the student knowledge. Students will have to apply this material and be able to use it to grow in the areas of number sense, expressions, equations, and inequalities.
Working Theory of Action		
<u>Final Working Theory of Action</u> If the principal develops an understanding of the Carnegie math curriculum and monitors the implementation of the curriculum	then the teachers will be able to successfully implement with fidelity a more thorough use of content vocabulary in instruction	so that African American male 8 th grade students will be able to improve application of content vocabulary in newly learned content.

<p>How will we measure success?</p> <ul style="list-style-type: none"> - attendance in meetings - understanding of curriculum and instructional practices as they relate to Carnegie 	<p>How will we measure success?</p> <ul style="list-style-type: none"> - Teacher feedback indicating their comfort level with the curriculum - student feedback about instructional content and delivery - Observational data collected throughout the school year 	<p>How will we measure success?</p> <ul style="list-style-type: none"> - benchmark scores - vocabulary assessments - Math results - Comparison of 18-19 math scores to 19-20 math scores (SCReady) - Comparison of 18-19 and 19-20 retention rates - monitor the progress of the specific subgroup outlined above.
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7. Learning sessions

Learning Session- What experiences/activities will help the principal improve practice?	How will these actions improve principal practice?	Session logistics (Date, Time, People, Location, Materials)
Discuss strategies to meet the school goals with the school leadership team	The team will know the specific strategies that will be monitored over the coaching cycle as well as the desired outcome based on the theory of action	
Conduct observations of teachers using the Carnegie Math Curriculum	We will conduct observations together to be able to understand the specific look fors and opportunities to assist	

- Lesson Planning
 - Theory of Action
 - Resources
 - Focused Plan
 - Review of Data
 - Follow up plan
 - Mutual Action Plan
- ## Steps

Principal's Perspective

Coaching Cycle for
Instructional Leadership
“What we did”

If the principal...focuses on engaging the available resources, analyzes available data, and uses it to work alongside teachers to provide exemplars and strategies coupled with feedback through PLCs and observations to develop 7th grade ELA teachers as they create rigorous lessons as they use text and talk strategies then the 7th grade ELA teachers will produce and deliver lessons that engage the connection between text and talk and then use their data to guide practice and develop supports that engage students in text and talk SO that students in 7th grade ELA will be able to deconstruct and analyze text, talk about the text in rigorous ways and learning to the target.

Principal's Perspective

The Process

- Developed look fors in classrooms for the ideal setting in 7th grade Language Arts
 - Developed a Theory of Action
 - Classroom Observations of all three 7th Grade ELA teachers
 - Focus: Determine work happening in class/focus on developed look fors
 - Focus: Teacher DOK level of questioning
 - Observed and engaged in a 7th Grade ELA PLC
 - Admin team overview on how to use DOK wheel during classroom observations
 - Provided feedback about how to better question
 - Action Planning in the "Fish Bowl"
-

Principal's Perspective

Lessons Learned
And
Next Steps

Lessons Learned:

- The Power of a Partnership
- Intentional Questioning
- The Importance of Trust
- Accountability
- Challenge Principal - Challenge Teachers - Challenge Students

Next Steps:

- 7th grade teachers presenting our work
 - Expand our work into other areas of the school
 - Calibration of administrator observations
 - Produce an inquiry cycle at the school level between Principal and Assistant Principal
-

Lessons learned and Next Steps....

- Scalable actions for the principal
 - Evidence Driven Decisions for the School
 - Directed Professional Development Planning
 - Strengths the leadership in schools
 - Challenges principal
-

Principal's Perspective

Coaching for Strategic
Planning/Thinking
“What we did”

If I as a principal create capacity/opportunity, engage stakeholders, provide relevant data and facilitate deep learning sessions, then teachers will be able to utilize student perspectives, demographics, interests, and abilities to develop common focuses and approaches across the school so that students understand how to be a successful Mauldin Middle School student.

Principal's Perspective

The Process

- Established a Visionary Leadership Team consisting of staff members from all grade levels and subject areas
 - Included staff members who are not in the classroom
 - Total of 18 chose to join the team
 - Developed a long range plan with goal that would last approximately the course of one school year or slightly longer
 - Started meetings with what do we want for all of our students, their families and staff members
 - Acknowledged obstacles/roadblocks
 - Divided our larger group into three smaller work groups to focus on the three (students, families, staff members)
-



Vision for Student Learning

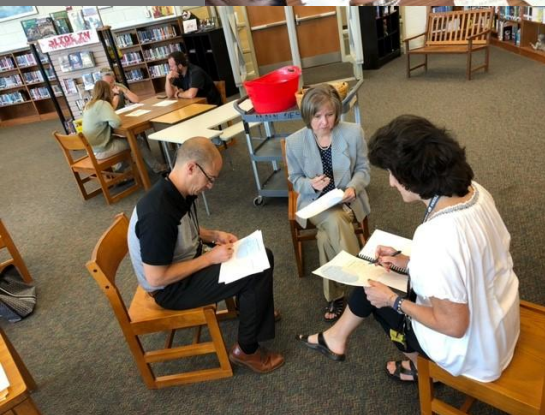
- focus on student growth (self improvement)
- culturally relevant teaching
- opportunities to create
- student led learning
- cross curricular learning
- clear expectations
- ownership of learning → past impacts
- learning feels important & relevant
- problem-solving - how to work with each other
- data driven
- safe place to make mistakes
- challenging
- accessibility
- high school ready - but still middle school
- differentiated
- hands on activities that connect to the world
- community speakers

Roadblocks

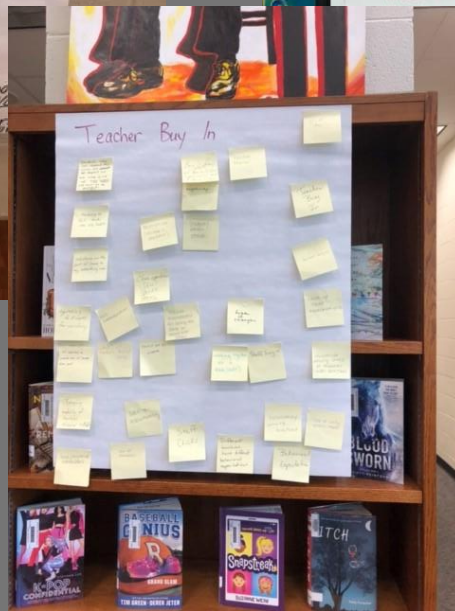
- Teacher buy in
- Student buy in
- Parent buy in
- Time & overload on staff & students - (extracurricular stuff)
- Staff working outside of their comfort zone
- Student home life - lack of support, financial, hunger, entitlement, parents justifying behavior
- Inconsistency - staff

s - funding, class size

concerned notions



Teacher Buy In



Principal's Perspective

Lessons Learned
And
Next Steps

Lessons Learned:

- Opportunities for quiet champions
- Power of perspective from a cross-section of staff members
- Strategic planning
- Challenging conversation yields powerful results

Next Steps:

- Pick up where we pressed pause with covid
 - Continue our work throughout this school year to develop the MMS student
 - Streamline every action and decision to align with our decision
-

From Principals...

- Open Communication
 - Accessibility
 - Thought Partner
 - Trust
 - Follow Up
 - Relationships
-



Principal Supervisors Must...



- Spend time in schools working with the principal in meaningful work
- Be a source of information and resources
- Remain focused on meeting goals, enhancing strategies
- Provide actionable feedback
- Engage in the work with principals



Tools for Assisting Principals

[Priority Practices for School Leaders](#)

[Principal Learning Plan](#)

[30/60/90 Change Plan](#)

[100 Day Entry Plan](#)

[Coaching High Quality Teaching/Learning](#)

[Highly Effective Middle Level Classrooms](#)

Questions/Ideas?



Thanks for joining us!



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