



A Roadmap of Key Processes and Effective Practices

Managing People, Data and Processes to Foster School Improvement:
Focusing Principals' Time on Instructional Leadership

Project Group 5

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for the Principal Professional Learning Community,
as part of the Wallace Foundation's Principal Pipeline Initiative

THE WALLACE FOUNDATION

Principal Professional Learning Community

Over a decade of research on school leadership, with more than 70 research reports and other publications, has helped The Wallace Foundation figure out what makes an effective principal. In short, their studies show that effective principals perform five practices well to improve learning for all students:

- Shaping a vision of academic success;
- Creating a climate hospitable to education;
- Cultivating leadership in others;
- Improving instruction; and
- Managing people, data, and processes to foster school improvement.

The Wallace Foundation's Principal Professional Learning Community is comprised of principals who continuously focus on improving their performance across these five practices. This collection of strategies and tools is related to the key practice listed above: managing people, data, and processes to foster school improvement. The following roadmap of key processes and effective practices was prepared by principals, for principals and district leaders.



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Acknowledgments

Principals play a critical role in setting the tone and direction within schools. Their skill and finesse in establishing, selecting, and maintaining structures, processes, and people can have a lasting impact on the students they serve. According to Leithwood, Louis, Anderson, and Wahlstrom (2004), successful principals know their schools and communities well and intentionally match procedures and initiatives to fit internal and external needs. They create equity within their schools by increasing the capacity of staff to meet students' learning needs. Focusing Principal's Time on Instructional Leadership: Focusing on Results was created by principals, for principals as part of the Principal Professional Learning Community with support from The Wallace Foundation. A very special thank you to the following principals who provided their expertise and artifacts related to the essential principal practice of managing people, data, and processes to foster school improvement.

Charlotte-Mecklenburg Schools - Charlotte, North Carolina
Paul Williams, Principal, McClintock Middle School

Denver Public Schools - Denver, Colorado
Angela Robertson, Principal, P.U.S.H. Academy

Gwinnett County Public Schools - Suwanee, Georgia
Clent Chatham, Principal, McConnell Middle School
Clayborn Knight, Principal, Nesbit Elementary School

Hillsborough County Public Schools - Tampa, Florida
John Cobb, Principal, Farnell Middle School
Kristin Tonelli, Principal, Lewis Elementary School

New York City Department of Education - New York City, New York
Jeanne Fagan, Principal, P.S./I.S. 119
Lisa Mars, Principal, LaGuardia High School of Music & Art and Performing Arts

Prince George's County Public Schools - Upper Marlboro, Maryland
Aisha Mahoney, Bladensburg High School

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The right **TEAM**
The right **TOOLS**
The right **INFORMATION**

Focusing Principal's Time on Instructional Leadership

FOCUSING on RESULTS

Introduction

Improving school leadership ranks high on the list of priorities for school reform. The Wallace Foundation's work since 2000 suggests that the principal remains the central source of leadership influence. Traditionally, the principal was seen as the manager of the building, dealing with school buses, assemblies, and telephone calls. Today, in an era of standards-based reform and accountability, there is a shift in what public education needs from principals. They can no longer function simply as managers who enforce district policies. Today principals must be leaders of learning who can develop teams who deliver effective instruction to all children.

As members of the Wallace Foundation Principal PLC, we began our work by defining a problem of practice that resonated with all members of our team and brainstorming ways we attempt to approach the problem in our own schools and districts. Many barriers, deep rooted issues that impact principals across the country, continued to pop up in the conversation. It was then that we knew we needed to collect our own best practices, as well as those from experts in the field, to create a roadmap by principals for principals with concrete strategies and recommendations for focusing principals' time on instructional lead-

ership for the benefit of the children and communities they serve.

Over the next few months, we developed protocols and conducted interviews with superintendents from our six pipeline districts as well as those recognized nationally for their ability to protect principals' time so they can focus on instructional matters within their schools. A list of "big ideas" was generated and included thoughts about operational versus instructional leadership, distribution of leadership, and ownership of leader responsibilities. Using these ideas as the foundation of our work, we developed this guide to share with principals as well as superintendents

and principal supervisors engaged in the work of supporting their principals as leaders of learning.

The purpose of our work is to provide other principals and district leaders examples of tools that we, as principals from Charlotte-Mecklenburg, Denver, Hillsborough County, Gwinnett County, New York City, and Prince George's County have identified as important to us in accomplishing our work. Additionally, a case study of how a Hillsborough County Public School principal and her students benefit from the district's system of support for principals and principal supervisors demonstrates use of all of the tools.



This roadmap is our first step together— we call it our “early win”— in providing direction and artifacts for use by district leaders and principals to develop teams within schools who are effective at delivering high quality instruction for all students. We are eager to receive your feedback and hope you will share processes, tools, and information to add to our collective knowledge as we continue to improve how we lead schools on behalf of the students we serve.

Elements for Success

Meaningful support for instructional leadership involves getting principals the support and resources they need— concrete elements delivered when it matters. Look for these icons throughout the story. They highlight the resource elements used to help principals in real time.



The right tools improve productivity.



The right team accomplishes the goals.



The right information focuses the work.

Barriers to Success

Central Office

- Being pulled out of the building for meetings
- Initiatives
- Lack of clarity
- Changing constantly
- Too many
- Other committees/ responsibilities
- Coaching/mentoring
- Emergency paperwork

Mandates

- State and Federal
- Funded / Unfunded
- One size fits all solution
- Staffing allocation doesn't consider circumstances
- Teacher evaluation
- Weak capacity
- Tenure blocking
- Union
- Restrictions

Short Staffed - adds to principal's demands

- Student discipline
- Bullying
- Facility issues
- Teacher/Staff absenteeism

Parent/Community Demands

Structure of Principal's Day Doesn't allow for Instructional Leadership

Perceptions

- Role of the Principal
- Principal Schedule

Marketing/Branding of School

Time/Time Management

- Operational versus Instructional Demands
- Requirements Associated with Initiatives
- Reality of Staff Evaluation



Reflective Questions

School districts across the country aspire to be world-class. We contend that there are world-class, mind-blowing, amazing things happening every day in so many schools and districts. What is surprising is that so much of this is still happening in isolation. Imagine what could be accomplished if we captured the skills and talents of everyone within a school district. Imagine what could be accomplished if we aligned the structures, processes, and people we have and used their individual successes to build our collective strengths. What a wonderful place schools would be for all children.

The following reflective questions are offered by principals, for principals and district leaders to stimulate transformational conversations within schools and across school districts.



How are you protecting principals' time to focus on instructional leadership and developing their instructional leadership capacity?

Do your job descriptions for principals and principal supervisors focus heavily on instructional leadership?

How are you using coded calendars to monitor how principals and principal supervisors spend their time?

When your principals gather together, is it for an informational, compliance-based meeting or is it for professional learning with and from each other (including principal supervisors) to deepen and strengthen their instructional leadership capacity?



How do you strengthen principals' and principal supervisors' coaching and feedback skills?

Do you have a two-way feedback loop in place that informs both principals' and principal supervisors' evaluations and leads

to strengthening leadership capacity?

Do you provide high quality mentoring/coaching support for your principals and principal supervisors?



How are your district resources aligned to support the principal as the instructional leader?

How have you intentionally connected district leaders' expertise to the goals and needs of principals and schools?

What are you doing to streamline communication between the district and schools?



How are you developing the capacity of local school staff?

What are you doing to cultivate assistant principals' instructional and operational competencies?

How are you training classified staff to assume operational duties and responsibilities to free the principal to focus on instructional leadership?



How do you assess principals' and principal supervisors' strengths and areas of needs, set learning goals, and monitor progress toward goals?

How are you using coded calendars to assess, then increase, principals' and principal supervisors' time focused on instructional leadership?

What are your short- and long-term professional development plans for developing principals' and principal supervisors' leadership capacity?



How do you hold principals and principal supervisors accountable for results?

Do you weight achievement results higher than operational practices in your principal and principal supervisor performance evaluation system?

Do you create individual learning plans that enhance principals' and principal supervisors' strengths while developing their improvement areas?

Focusing Principal's Time on Instructional Leadership

Enabling the school leader to spend time on what drives results— improving classroom instruction— requires a combination of team, tools, and information...

The Right Team will



Align Resources

Commit district resources to support the principal by

- Matching district leader expertise to the specific goals and needs of the principal and school; and

- Streamlining communication between the school and the district.

Define Capacity

Increase the abilities and responsibilities of the local school staff by

- Cultivating assistant principals' instructional and operational competencies; and

- Training classified staff to assume operational responsibilities

To improve productivity.

The Right Tools will



Protect Time

Focus the principal's job on instructional leadership by

- Increasing the time spent on instructional leadership in the classroom; and

- Aligning meeting calendars around schools' needs.

Build Capacity

Strengthen coaching and feedback skills by

- Creating a two-way feedback loop to inform evaluations and increase capacity; and

- Providing high-quality mentoring/coaching support with the appropriate resources

To accomplish goals.

The Right Information will



Yield Results

Develop principals' instructional capacity by

- Collecting data to determine how the principal uses his or her time; and

- Designing differentiated professional development for each principal.

Strengthen Capacity

Enable the principal to be accountable for instructional leadership by

- Weighting achievement results over operational practices on the principal evaluation; and

- Clearly identify principals' strengths and growth areas to focus improvement efforts

To focus the work.

The Right Team

Superheroes do not exist, however, individuals can make a difference. And when those individuals combine their knowledge, skills, and talents with others, amazing things can and do happen. “When we consider the expertise needed to lead learning, the normative pressures that draw principals away from classrooms, and the conflicting demands on principal time, it becomes clear that instructional leadership cannot be a solo performance” (Hallinger & Murphy, 2013, p.11-12).

Principals cannot do it alone. The most effective school districts intentionally develop leaders at all levels, from the classroom to the boardroom. Recent studies shed light on the benefits of strengthening the capacity of and the relationship between the central office and schools. In *Central Office Transformation for District-Wide Teaching and Learning Improvement*, Honig, Copland, Rainey, Lorton, and Newton (2010) identify five dimensions that contribute to district level transformation:

1. Learning focused partnership between principals and principal supervisors;
2. Assistance from other district leaders to assist principal supervisors;
3. Reorganization of all division and departments to support teaching and learning;
4. Development of a theory of action around the transformation efforts that is communicated widely;
5. Collection and use of evidence to inform the type and scope of support individual principals need.

Additional support for principals is available within their own schools. Effective principals surround themselves with a strong team of individuals to help them accomplish the work of school improvement.

They collaborate with teachers, parents, community leaders, and students to determine the vision and goals for the school. They use all available resources to support the learning needs of their students. These principals capitalize on support staff as the bridge between schools and the community by training them to assume the responsibility of non-instructional duties, and help protect principals’ time through a defined response system that addresses parents’ and others’ immediate needs.

An alignment between the district, the school, and the classroom focuses and coordinates efforts by the entire team. An “our students – our school – our district” mentality connects the strengths of many to the shared vision for results.



Having the RIGHT TEAM in place to support principals, creates the conditions needed to match strengths with needs, open communication channels, align resources, and develop leaders throughout the organization... all key processes and effective practices that increase achievement levels for all children.



Charlotte-Mecklenburg Schools

Number of Schools

Elementary - 102

Middle - 29

High - 27

Special Entities – 6

Total - 164

Average Enrollment

Elementary - 711

Middle - 1063

High - 1502

Total Enrollment – 145,112

Number of Principal Supervisors:

19

Ratio of Principal Supervisor to Principals: 1:9

PRINCIPAL COMMUNICATION LIBRARY and LEADER TRACKING SYSTEM TOOL brought to you by CMS principal Paul Williams



Align Resources

Matching district leader expertise to the specific goals and needs of the principal and school: Leader Tracking System

CMS utilizes a Leader Tracking System (LTS), an online tool designed to enable and support data-driven decision-making throughout multiple components of the principal pipeline. It includes pre-service training, selective hiring, on-the-job support and evaluation. LTS was developed collaboratively by the office of leadership development and talent systems, technology (student applications) and accountability. It is funded by the Wallace Foundation Principal Pipeline Initiative.

The Leader Tracking System:

- Is utilized by district leaders to provide school and human resources data in a single, accessible format.
- Tracks data including: principal years of service, evaluation ratings, level of education, teacher retention and student performance data over time.

Streamlining communication between the school and the district: CMS Principal Communication Library

I use the tools in the Principal Communication Library to access documents and presentations from district and learning community meetings and from professional development opportunities. The streamlined communication and archived documents from the Principal Communication Library allows me to spend less time reading and forwarding emails and more time working with students and teachers.

The Principal Communication Library provides:

- A historical reference with searchable content.
- Weekly communication, in the form of a newsletter , that does **not** impact mailbox space.
- Intranet web page displays two months of current memos and retains two years of information.
- Memos and communication letters follow a rigid approval process before emails are sent to principals.
- Central office senior managers are copied on all content to support district objectives.

Define Capacity

Cultivating assistant principals' instructional and operational competencies: LEAD School Leadership Framework

Our goal in leveraging leadership is to build capacity among **all** staff. This distribution of leadership is done to inspire change in support of an empowered school culture, while building instructional and operational competencies. Building capacity *increases productivity, cultivates a climate of positive morale, and generates school success.*

The LEAD School Leadership Framework defines how principals develop their assistant principals:

- Use of standards and rubrics to monitor and evaluate instructional performance of teachers.
- Modeling instructional strategies and coaching through data driven professional development, facilitations, and consensus building.
- Research, compilation, and analysis of student data used to coach instructional staff on improving student performance.
- Collaborating with instructors to strengthen and creatively implement rigorous lessons for student growth.
- Leading classified team creating incentives for impactful performance of all staff.
- Informing parents and the broader community of student data, progress and process of academic interventions.
- Participating in community wide events and programs.

Training support staff to assume operational responsibilities: Team Building and Skill Development Process

- Diverse and precise communication, efficient and effective daily assignments and performance as a team to build capacity and increase productivity.
- Ongoing professional development from senior staff members.
- Receiving key information related to operations in various formats, in an effort to elevate the team and community at large.
- Cross-training to build capacity, enabling and empowering team interdependence, thereby, eliminating service and efficiency gaps.
- District and school standards evaluation performance system.
- Support staff are empowered to lead and train other staff through community and volunteer trainings and other projects and programs within the school and community.

Denver Public Schools

Number of Schools

Elementary - 86

Middle - 22

High - 31

Special Entities - 46

Total - 185

Average Enrollment

Elementary - 482

Middle - 511

High - 693

Total Enrollment - 90,150

Number of Principal Supervisors: 14

Ratio of Principal Supervisor to Principals: 1:12

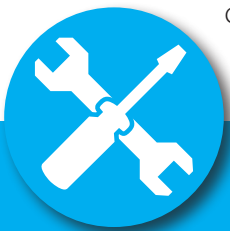
LEAD SCHOOL LEADERSHIP FRAMEWORK and SKILL DEVELOPMENT PROCESS brought to you by DPS principal Angela Robertson



The Right Tools

Principals directly influence the learning potential of their teachers and students. To ensure high levels of learning are achieved by all, principals need understanding of and access to appropriate tools and training. Time management as a tool, when used skillfully, helps principals prioritize how they spend their day. Strong instructional leaders intentionally schedule their day into blocks of time for instructional and managerial matters. They spend the majority of their time in classrooms, interacting with students. They deliberately send the message that teaching and learning is their core business. In *Qualities of Effective Principals* (Stronge, 2008), successful principals maintain the right balance by using a calendar to code their routines as instructional or managerial and delegate many management responsibilities to others in their school (the School Administration Manager (SAM) or first responder for principals involved in the SAM project. These principals focus more of their time on responsibilities that directly impact instruction.

All who support principals and schools have the responsibility of protecting principals' time. Meetings, communication, training, and



*Having the **RIGHT TOOLS** allow principals to shift from manager to instructional leader by means of a deep knowledge of what teaching and learning look like in their schools, and the courage to take action to improve practice... **key processes and effective practices** that increase achievement levels for all children.*

professional learning are all designed to support principals' focus on instructional leadership and help them maximize their instructional influence while minimizing distractions.

Professional development for principals focused on coaching and feedback skills provides additional tools for principals to better support their teachers and staff. Coaching and feedback encourages reflection and collaboration, links data to practice, and encourages growth and development.

One of the most important tools (i.e. Goal Setting and Professional Learning Plan for Leaders) within a school district is the relationship between the principal supervisor and principal. The primary role of the principal supervisor is to develop and strengthen principals as the instructional leader of their schools.

This begins by assessing the skills, knowledge, and disposition of the principal against a set of school leader standards such as the ISLLC (Interstate School Leaders Licensure Consortium) standards. Once a baseline is determined the principal supervisor provides professional learning opportunities for principals to improve or enhance leadership skills based on identified needs. A trusting relationship between principal and principal supervisor is imperative in order for the principal to accept feedback and take risks. Districts continually enhance principal supervisors' instructional expertise and ability to coach and provide feedback on a variety of school-related topic and issues. In turn, principal supervisors increase principals' knowledge and use of tools to develop goals, execute strategies, and achieve targets for student success.

Effective principals know "when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed" (Waters, Marzano, and McNulty, 2003, p. 2).

Protect Time

Increasing time spent on instructional leadership in the classroom: SAM Project and Time Track Calendar™

Kim Marshall (2008) recommends that principals spend their time on value-adding activities such as observing via instructional supervision and then provide high quality feedback to teachers. In GCPS, 46 principals are using the School Administration Manager (SAM) and SAM Time Track Calendar™ as designed by the National SAM Innovation Project (NSIP) as a means of focusing the principal's time on instruction.

The SAM Time Track Calendar™:

- Codes daily tasks of the school leader as instructional, management, personal and out of building;
- Tracks instructional time according to task;
- Gauges progress towards daily goals; and
- Increases principal accountability on instructional tasks.

In my 3rd year of the SAM Project, I have seen numerous benefits from increased visibility in the classrooms and direct involvement with instruction resulting in increased student achievement. Improvement in communication and staff perceptions have been noted as teachers are more comfortable and less threatened by the presence of the principal in classrooms in a supportive role.

Aligning meeting calendars around schools' needs: GCPS Leadership Meeting Structure and Scheduling

GCPS protects the principals time in order to best serve school needs by:

- Scheduling only one school/district leader meeting on consistent day of each month;
- Previewing meeting materials using a flipped meeting model;
- Sharing of best practices by successful principals; and
- Embedding professional development for leaders.

Principals , in turn, structure their schools' meeting and professional learning calendars to maximize teachers' time while focusing on teachers' and teaching teams' instructional strengths and needs.

Gwinnett County Public Schools

Number of Schools

Elementary - 77

Middle - 27

High - 19

Special Entities - 11

Total - 134

Average Enrollment

Elementary - 1,026

Middle - 1,496

High - 2,744

Total Enrollment – 173,902

Number of Principal Supervisors: 9

Ratio of Principal Supervisor to Principals: 1:15

**SAM TIME TRACK
CALENDAR and LEADERSHIP
MEETING STRUCTURE
AND SCHEDULING TOOLS
brought to you by GCPS
principals Clent Chatham
and Clayborn Knight**





Build Capacity

Hillsborough County Public Schools

Number of Schools

Elementary - 142

Middle - 43

High - 27

Total - 212

Average Enrollment

Elementary - 656

Middle - 928

High - 2,022

Total Enrollment – 193,256

Number of Principal Supervisors: 8

Ratio of Principal Supervisor to Principals: 1:29

SCHOOL LEADER GOAL SETTING AND PROFESSIONAL LEARNING PLAN brought to you by HCPS principals John Cobb and Kristin Tonelli

Creating a two-way feedback loop to inform evaluations and increase capacity: School Leader Goal Setting

Hillsborough County Public Schools supports over six hundred principals' and assistant principals' leadership development. Principals set instructional goals to improve teacher practice and shape a culture for learning by:

- Meeting with their Area Leadership Director over the summer to analyze learning trends and set personal and school goals;
- Goals are collaboratively developed from principal evaluation competencies, climate surveys, and site visit data;
- Goals illustrate areas of principal focus in an effort to improve student learning;
- Job embedded professional development is developed by the principal to support learning goals;
- Principals receive monthly professional development from the Area Leadership Director at the principal PLC;
- Area Leadership Directors provide principals with support, resources, feedback and goal revision at the mid year and annual review.

Providing High Quality Mentoring/Coaching Support with the Appropriate Resources: Goal Setting for Assistant Principals

All assistant principals are provided job-embedded coaching and feedback related to their learning goals. I build capacity in my assistant principal by replicating the goal setting process I use with my Area Leadership Director, personalized to my assistant principal's needs.

- My assistant principal and I meet in the summer to review her evaluation competencies and school level data;
- A goal is established to provide Instructional Walk Throughs so teams of teachers can visit other classrooms to support their professional learning;
- I support and give feedback to the assistant principal as she creates her plan;
- Teacher evaluation data is used when creating teacher visitation schedules so teachers can observe targeted skills to strengthen their practice;
- The assistant principal and I debrief once the walkthroughs are finished to strategize future Instructional Walk Throughs.

The Right Information

Most principals arrive at school every day with a “to do” list. By the end of the day, few items are completed. Principals respond to questions from hundreds of children, parents, and teachers every day. They solve problems, fix things, counsel, collaborate, and console. The job is complicated, though extremely rewarding. Principals must use all available information in strategic ways to yield results. By diving deeply into academic and non-academic data, they know what is working and what is not. They use artifacts, including agendas, minutes, evidence from data inquiry teams, schedules, curriculum maps, and student work samples to tell their story.

Principal supervisors use a plethora of information and evidence to determine what is and isn't working for principals. They collaborate with principals to determine their instructional focus based on data and develop goals to address identified needs. Specific, targeted, timely information and feedback between supervisors and principals are essential to both for their professional growth.

The partnership between principals and district leaders creates a collective responsibility for results. A primary charge of district leaders becomes the evaluation and development of the instructional leadership capacity of principals. Evaluating principals is not a new practice. Principals have long set and reviewed goals, been evaluated on performance related to the goals, and signed off on forms as part of the employment compliance process. But to what end? “Assessments are often weakly tied to leadership standards and opportunities for professional growth. And they may or may not focus primarily on the instructional aspects of a leader's performance” (The Wallace Foundation, 2009, p. 3). High quality performance evaluation systems are a major lever for holding principals and principal supervisors accountable for results. These evaluation systems

often include achievement results weighted over operational practices, identify principals' strengths, and target growth areas for improvement. Leader standards are closely examined, then developed or revised, and incorporated in a high quality leader evaluation system that holds principals accountable for results.

When districts prioritize instructional responsibilities, such as teacher observation and feedback or analysis of formative and summative student assessments, it communicates that the most valued responsibilities of principals are those that directly link improvement of instructional practices and teacher effectiveness to increased student achievement. Principals who focus on this work, in collaboration with their staff, make instructional responsibilities a priority. They use all available data to inform decisions, formalize processes and procedures to decrease the variability of teacher effectiveness, and do whatever it takes to enable teachers to provide high quality instruction and personalized learning experiences for every student.

Having the RIGHT INFORMATION about principals' needs and holding all accountable for results creates the conditions needed for continuous growth and improvement, self-reflection, and targeted professional development... all key processes and effective practices that increase achievement levels for all children.





Yield Results

New York City Schools

Number of Schools

Elementary - 674

Middle - 718

High - 412

Total - 1965

Average Enrollment

Elementary - 576

Middle - 758

High - 1,005

Total Enrollment –
1,038,001

Number of Principal
Supervisors: 42

Ratio of Principal
Supervisor to
Principals: 1:40

QUALITY REVIEW TOOL
brought to you by
NYC principals Jeanne
Fagan and Lisa Mars



Collecting data to determine how the principal uses his or her time: **Quality Review**

The Quality Review is a one or two day school visit by either an experienced educator or the direct superintendent of the school. The reviewer visits numerous classrooms and has conversations with various school community members (parents, students, and teachers). Information obtained from the walkthrough is not the only data used to evaluate the school. The reviewer also draws upon the school's performance statistics and any qualitative and quantitative data necessary to make decisions about its performance.

The Quality Review Rubric's core beliefs are based on three factors which are instruction, school culture and structures for improvement. The school and its leaders are assessed on the entire rubric but are only rated on five indicators as either: Well-developed, Proficient, Developing, or Underdeveloped.

These five indicators are in the areas of:

- Curriculum
- Pedagogy
- Assessment
- High expectations
- Teacher teams and leadership development.

By using a critical lens provided by this process and by the use of the rubric, strengths and needs are transparent to all. Principals, as well as their superintendents, understand next steps to drive instruction and develop the capacity of the school's leaders. Principals are held accountable to develop a plan and make necessary changes during the school year. The tools provide an equal playing field for all schools with a clear picture of what needs to be done to provide instruction and to improve teacher practice.

Designing differentiated professional development for each principal: **Community of Practice**

The superintendent leads monthly district principal meetings connecting Department of Education's mandates to the district's leadership expectations. To apply their learning, principals are connected through a Community of Practice to focus on and strengthen their own instructional best practices.

The Community of Practice benefits principals by:

- Providing opportunities to visit and network with similar schools;
- Sharing ideas and problem solving solutions to common concerns.

Strengthen Capacity

Weighting achievement results over operational practices on the principal evaluation: Professional Practice Performance Objectives

Prince George's County principals use the School Based Administrator Professional Practice Performance Objectives to select performance goals based upon the PGCPs Appraisal Standards. Performance goals are categorized according to eight leadership standards with aligned indicators. Principals reflect on their professional practice, review varied data sets and identify a key indicator(s) under each standard for development. Principals select a minimum of one high leverage strategy, which addresses the key indicator(s) under the identified standard.

Professional Practice Performance Objectives (PPPO) Support Accountability for Results through:

- Developing and monitoring high yield strategies to increase student achievement;
- Focus on appraisal standards that highlight instruction and the significance of teacher performance on student achievement;
- Identified strategy is weighted heavily to student achievement.

Clearly identify principals' strengths and growth areas to focus improvement efforts: Professional Practice Objectives Form (PPPO)

The design of the tool provides for ongoing reflection and accountability. I monitor the strategies I selected and prioritized on a monthly basis to determine what areas need adjustment or if the strategy is garnering achievement and on the path for completion:

- Plan for instructional leadership;
- Set goals aligned to the PGCPs Appraisal Standards;
- Reflect on outcomes; and
- Improve my professional performance.

The Professional Practice Objectives Form serves as a work plan, keeping my focus on identified priorities. Use of the form encourages personal reflection and assessment of progress on my goals.

Prince George's County Public Schools

Number of Schools

Elementary - 122

Middle - 24

High - 23

Special Entities –18

Total - 187

Average Enrollment

Elementary - 487

Middle - 1,122

High - 1,543

Total Enrollment – 125,136

Number of Principal
Supervisors: 15

Ratio of Principal
Supervisor to
Principals: 1:14

PROFESSIONAL PRACTICE
PERFORMANCE
OBJECTIVES TOOL and
PROFESSIONAL PRACTICE
OBJECTIVES FORM brought
to you by PGCS principal
Aisha Mahoney



Focusing the Principal's Time on Instructional Leadership: Hillsborough County provides the right team, selects the right tools, and utilizes the right information

Delia Gadson is a second year principal at Anderson Elementary School, a Title 1 school that is performing at an average level compared to other schools in the district. She is supported



from the district level by Maribeth Brooks, her Principal Supervisor, and Dennis Mayo, her Principal Coach. At

the beginning of the year, Delia reviewed her data from her first year at Anderson and determined that math instruction was not



where it should be based on student data. She examined comparable schools and found that her third and fourth grade math scores were lower. She decided her school improvement goal would be to improve math results by differentiating instruction in mathematics.

She met with her supervisor, Maribeth, and asked, "What do I need to improve as a leader to make this (school improvement goal) happen in my school?" Together they developed a plan to



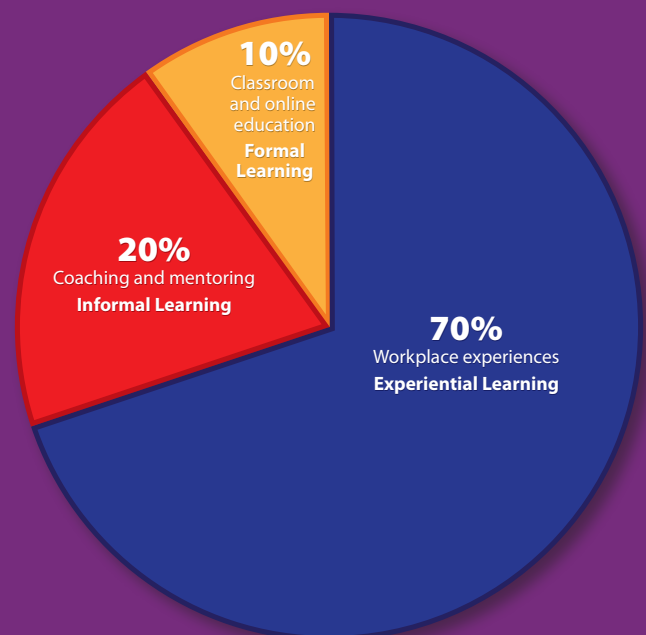
help Delia develop her own instructional expertise as well as focus on two specific areas on the principal evaluation rubric. One area was to use data to prioritize instructional support and interventions so teachers could better differentiate instruction. The other was to manage and develop people by using student and observation data to disaggregate existing school wide data and use it to plan job embedded professional development and support for teachers.

Maribeth and Delia worked together to write specific action steps, which included how Maribeth and Dennis could support Delia to reach her goals. Delia wanted to provide differentiated professional development and build leadership capacity within her pool of teacher leaders. Maribeth and Delia decided to improve the work of the instructional leadership team by developing their ability to support teachers.



The initial action steps included:

- Weekly training for leadership team facilitators on every level.
- Observation of Delia leading leadership team meetings by Maribeth and Dennis.
- On-going coaching for Delia by Maribeth and Dennis as she worked with her level leaders.





Maribeth and Dennis observe the implementation of the differentiation plan in classrooms to better support Delia in the development of her team leaders. Throughout the school year Delia works to develop key



leaders in her building who, in turn, work with teachers in the school on their goal of differentiating math instruction to meet the needs of their students.

Delia is also applying all she has learned about using math formative assessment results to determine if instruction is improving in classrooms, grade levels, and school wide. Research shows that training, coaching, and implementation, along with feedback, are critical in order to yield positive results in



principal practice. Hillsborough County's system for principal development uses a job-embedded approach that incorporates all three elements and engages principals in projects of study that are embedded in their job responsibilities. In their 70-20-10 development plan, 10% of the time is spent on training (reading a book, attending class, receiving instruction in an area of focus), 20% is devoted to coaching (in a specific area and observing principals in practice), and 70% is implementing (what is being learned, learning by doing, receiving feedback from the principal supervisor and principal coach).

Delia is getting the ongoing support and feedback she needs from her Principal Supervisor and her Principal Coach to develop her leadership capacity to improve instruction and increase student achievement in mathematics. The ongoing feedback provided by her supervisor and coach allows her to

Professional Development and Other Supports Needed to Meet Leader Competency Goal:

- Collaborate with my principal coach for assistance with developing effective PLC teams, tracking data, and providing timely, targeted, and actionable feedback to teachers.
- Use the book *Driven by Data* by Paul Bambrick-Santoyo as a resource to inform myself and Anderson's Leadership Team of best practices for building a Data Driven culture at Anderson Elementary.

Targeted Support Provided by Principal or ALD:
Provide additional opportunities for Area 1 Principals to collaborate and share ideas at small-group meetings in the areas of: school-wide data tracking, effective Instructional Leadership Team Meetings and PLC meetings.

School Leader Goal Setting and Professional Learning Plan
School Leader: Delia Gadson-Yarbrugh Direct Supervisor: Maribeth Brooks School Year: 2014-2015
Initial Goal Setting Meeting Date (July/Aug): 7-10-14 Mid-Year Review (Dec/Jan): _____ Final Review (May/June): _____

Leadership Domain	Leadership Competencies
Instructional Leadership	Achievement Focus and Results Orientation
Human Capital Management	Managing and Developing People
Organizational/Systems Leadership	Culture and Relationship Building
	Instructional Expertise
	Problem Solving and Strategic Change Management

School Improvement Goal(s): Increase evidence of differentiation across content areas to meet the needs of all learners.

#1 Leadership Competency and Element of Focus:
Human Capital Management: Managing and Developing People - Uses student and observation data to plan and target job-embedded professional development and supports for teachers.

Plan of Action / Action Steps implemented to meet goal:	Timeline
Specific Actions Identify three dedicated faculty meetings for differentiated professional development for teachers based on observation data and formative assessment data. PD topics will include content area best practices and ways to improve instructional practices as related to Domains 1-3.	September November January

Current State / Baseline Data or Anecdotal Information:
According to 2014 TELI Data:

monitor and adjust her practices throughout the year. The ongoing feedback she provides her teachers, via observations and feedback related to mathematical practices, continuing conversations with and development of her leadership team, and analysis of formative student assessment data will allow Delia to adjust and support instruction throughout the year. She, her teachers, and her students will be more than ready for the summative assessment due to the time Delia devotes to being the instructional leader in her school.

In this case, the principal supervisor and principal coach develop the principal; the principal develops the teachers; and the teachers develop their students. It's a win-win-win situation that is focused on improvement of instructional practice for everyone involved.



Delia Gadson
Principal,
Anderson Elementary
Hillsborough County
Public Schools

ISLLC Standards 2015 draft



Vision and Mission



Instructional Capacity



Instruction



Curriculum and Assessment



Community of Care for Students



Professional Culture for Teachers and Staff



Communities of Engagement for Families



Operations and Management



Ethical Principles and Professional Norms



Equity and Cultural Responsiveness



Continuous School Improvement

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GLISI
1755 North Brown Rd.
Suite 200
Lawrenceville, GA 30043

Phone: 770.464.9299
Web: www.glisi.org