Providing Meaningful Support for Principals

Sponsored by SCHOLASTIC
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Providing Meaningful Support for Principals

Expert Presenters:

Julio César Contreras, instructional leadership director, Tulsa Public Schools, Okla.

Jody Parsons, principal, Hale Junior High School, Tulsa, Okla.

Related Article:
Tulsa District Leader Partners With Principals to Improve Instruction
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
PROVIDING MEANINGFUL SUPPORT TO PRINCIPALS

Julio César Contreras
Instructional Leadership Director
@JcchMe

Jody Parson
Principal
@Parsojo
Self-Reflection

What does it take to be a great Principal today?
Some Common Needs

• Executive Skills (i.e. time management, organization, project management)
• Culture Building
• Data Fluency
• Strategic Planning
• Professional Development Deliverer
• Content knowledge (literacy, mathematics, science, social studies, arts, etc)
• Coach
• Talent Resource Developer / Manager
• Skilled Communicator
• Visionary
• Collaborator
So how do we ensure Principals are supported to become the best leader they can be?
About Tulsa Public Schools

- Organized into Instructional Leadership Director structure (9 portfolios)
- About 90 schools total
- Approximately 42,000 students
- Span of Control: 6:1 & 12:1
- Central Office reorganization: department partner
  - Budget partner, Human Capital partner
- Experience: 0 – 10+
- Schools: Assistant Principal (0-4)
MISSION AND VISION

Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life.

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.
Core Belief

• Every School Deserves a Great Leader

Key Ideas

• Teach versus Tell

• Inspect what you expect

• Observe and listen to coach

• Differentiate the support: Site and Leader
Commitments

- Plan for High-Impact: Time management & focus areas
- Focus on Key Levers: Culture, Instruction, Coaching
- Lead with Data: District, network, site specific
- Develop the Leader
Self-Reflection

As a district, have you defined what % of time is protected for 1-1 school leader support?
A Typical week

[Calendar image with scheduled events for the week]
As a Principal Supervisor, how do you spend your time?

A. Conversation in the office (troubleshooting issues/concerns)
B. Reviewing data & defining next steps to improve achievement
C. Walking through classrooms / school inspecting teaching and learning
D. All of the above
A Typical Visit

ILD School Visit Form

<table>
<thead>
<tr>
<th>Visit Agenda:</th>
<th>School: XXXX School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check in 10 mins</td>
<td>Date: XXXXX, XX/XX/2016</td>
</tr>
<tr>
<td>2. Data Quick hit: (SRI) 20 mins</td>
<td>Time: 8:30 a.m. – 10:30 a.m.</td>
</tr>
<tr>
<td>3. Deep Dive 1: (Grad) 30 mins</td>
<td></td>
</tr>
<tr>
<td>4. Deep Dive 2: Ratio 30 mins</td>
<td></td>
</tr>
<tr>
<td>5. Quick Hits 10 mins</td>
<td></td>
</tr>
<tr>
<td>6. Pulse Check 10 mins</td>
<td></td>
</tr>
<tr>
<td>7. Task Review &amp; Follow-Up 5 mins</td>
<td></td>
</tr>
</tbody>
</table>
Blended Coaching

Instructional Leading

Facilitative Assisting
6 Step Feedback

- **Praise**: Shine the spot light
- **Probe**: Focused questions
- **Action Step**: Narrowed next steps
- **Practice**: Norm expectation
- **Plan**: Putting it together
- **Follow-Up**: Close the loop
In the end, what matters most is that we are improving teaching and learning.
Data Points

• **District Power Goals**
  • Literacy
  • Math
  • Graduation
  • Attendance

• **Culture (5 components)**
  • Physical space classroom
  • Physical space common areas
  • Adult Tone
  • Student Joy & Engagement
  • School wide discipline systems

• **Rubrics**
  • Teacher
  • Principal & Assistant Principals
Final Thoughts

• The best support we can provide School Leaders, it to help them know their true self
  • What is Great?
  • What is Growing?
  • How do we Get there?
Principal Parson

- Top needs as a Principal
- Support received from Instructional Leadership Director
- Coaching experienced
- Impact on leadership
Tools

• Inventories:
  • VIA Character Strengths Survey
  • Strength Based Leadership
  • Reframing Organizations
  • Supervisory Belief
    • [https://www.andrews.edu/~ggifford/edal/EDAL570/Sum02Chp1/SupervisoryBeliefs.pdf](https://www.andrews.edu/~ggifford/edal/EDAL570/Sum02Chp1/SupervisoryBeliefs.pdf)

• 6 Step Feedback (RELAY)
• Site visit agenda (template)
• Weekly Calendar (sample)
Resources

- **Leverage Leadership**, Paul Bambrick-Santoyo

- **Blended Coaching**
  - [http://www.corwin.com/books/Book225999](http://www.corwin.com/books/Book225999)

- **Driven by Data**, Paul Bambrick Santoyo

- **Principal Supervisor Standards**, University of Washington’s District Leadership Design Lab (DL2)
  - [http://www.dl2uw.org/pspsdoc.html](http://www.dl2uw.org/pspsdoc.html)

- **Principal Support Framework**, Center for Educational Leadership
  - [http://info.k-12leadership.org/principal-support-framework?_ga=1.247152708.1523539939.1462398484](http://info.k-12leadership.org/principal-support-framework?_ga=1.247152708.1523539939.1462398484)
Partners

• New York City Leadership Academy (NYCLA)
  • http://www.nycleadershipacademy.org

• RELAY Graduate School of Education
  • http://www.relay.edu/

• The Together Group
  • http://www.thetogethergroup.com/
Contact

We’d love to hear from you:

What will you add to your practice?

- Julio César Contreras
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- Jody Parsons
  - @Parsojo
  - parsojo@tulsaschools.org
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Required Reading from *Education Week*:

**Spotlight on Principal Evaluation & Leadership**
In this Spotlight, explore competing models and standards for principal evaluation, read research and commentary on improving school leadership, and reconsider the role of principal supervisors.

**The Principal’s Playbook: Tackling School Improvement**
This book brings together the best thinking on successful schools and classrooms to help school administrators engage their faculty in discussion about effective school improvement strategies.