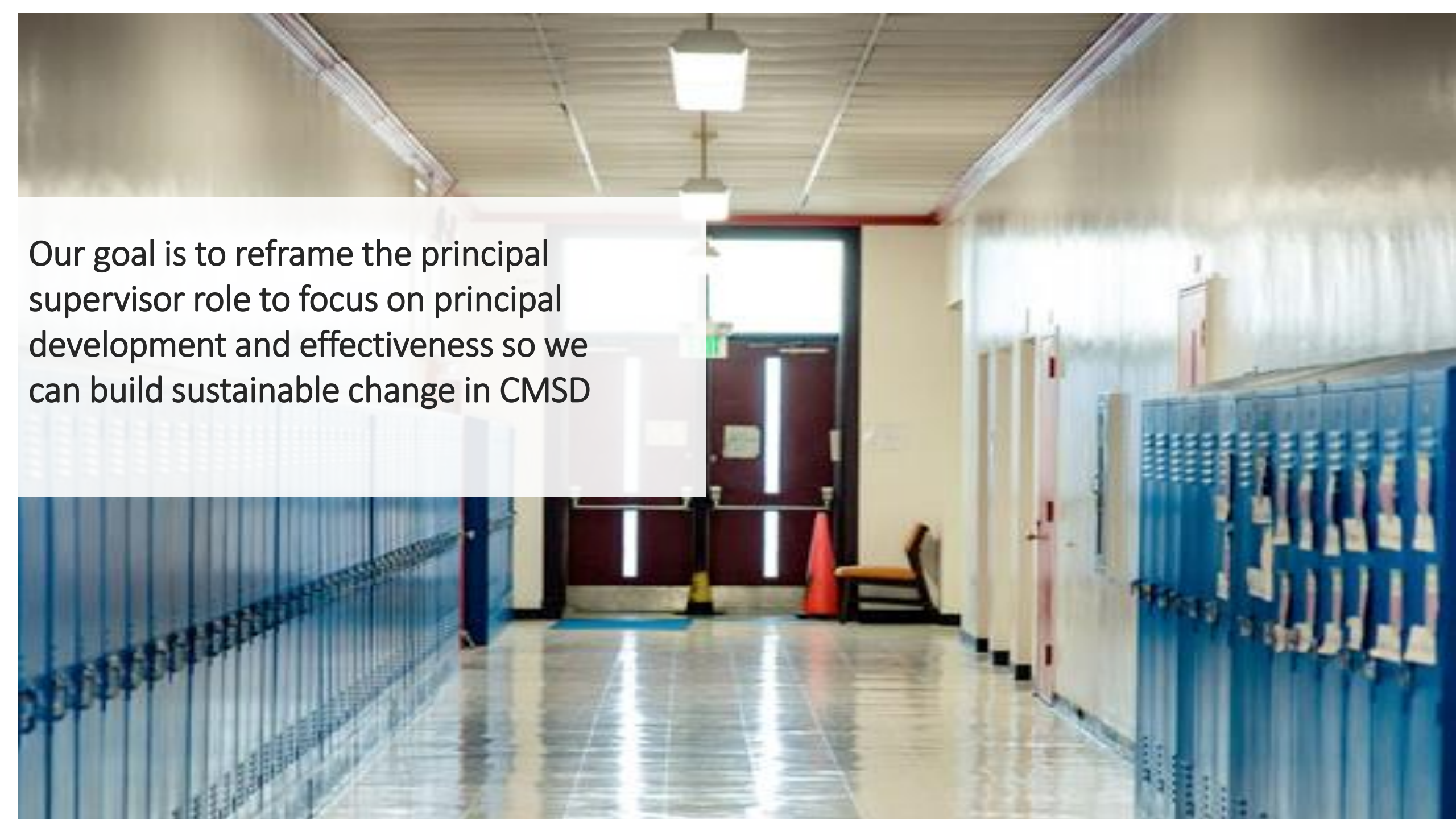


Dr. Michelle Pierre-Farid
Valentina Moxon
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Putting Purpose in the Principal Supervisor Role

A photograph of a school hallway. On the left and right sides, there are rows of blue metal lockers. The floor is a light-colored, polished tile that reflects the overhead lights. At the end of the hallway, there is a doorway with a dark red door. To the right of the doorway, there is a wooden chair and an orange traffic cone. The ceiling has a grid pattern with several rectangular light fixtures.

Our goal is to reframe the principal supervisor role to focus on principal development and effectiveness so we can build sustainable change in CMSD

Increasing the quality principal development & support through applied practice & shared strategies

Shared definition of leadership + Added time in schools + Clear school level goals & targets + Improved quality of evidence + Differentiated interventions to match school & leader = Effective development & support of principals

Principal Supervisor Vision of Success

The academic superintendents are ***learners and leaders*** in the district who consistently collaborate with each other. They ***demonstrate their commitment by sharing problems of practice*** with one another and by helping their peers address problems of practice.

They ***actively participate in an effective community of practice*** that grows their skills and supports their practice. They collaborate to plan content with peers and facilitators. The academic superintendents are ***effective coaches*** who provide concrete feedback. They ground their principal supports in a clear and consistent definition of rigorous instruction.

In the CoP they develop ***common approaches to coaching***, feedback so that they provide:

- *Effective supports* to principals that *improve student achievement and teacher effectiveness* in every CMSD school.
- *Accurately match interventions, supports and feedback* to meet the needs of specific principals.

INEFFECTIVE

DEVELOPING

SKILLED

ACCOMPLISHED





Purposeful Coaching

This year we have been working to strengthen our coaching and to further develop our coaching toolkit



Changing Practice & Changing Supports

Best Practices in Academics & Culture/ELL

We provide supports for culturally and linguistically diverse scholars and their families.

- We explore, analyze and implement specific strategies to educate scholars with multiple linguist academic and culture and backgrounds.
- Using the problem of practice methodology to focus on language development strategies for all students in reading.

Network Profile

14 schools

2 high schools

12 preK-8