Welcome to our Session!

Step 1: Make a Friend!
Step 2: Open your text messages and send according to the card received!
Step 3: Be ready to collaborate!
Session Tasks
The Learning Leader
By
Rotunda Floyd-Cooper, Ed.D.
Ava Tasker-Mitchell, Ph.D.
About us!

❖ Practitioner for 21 years
❖ Living my best life!
❖ Service is key!
❖ Support to the next generation of learners

❖ Practitioner 19 years
❖ Coaching principals in systems improvement
❖ Transparency!
❖ Growing the next generation of leaders
Objectives: The Take Aways

- Participants will be exposed to strategies to:
  - organize principals in order to differentiate support and professional learning.
  - organize a successful school visit in order to support identified areas of needs for principal growth.
  - support principals in building professional learning communities that serve as a structure for job embedded professional learning.
NORMS

❖ Take An Inquiry Stance
❖ Assume Positive Intentions
❖ Stick to Protocol
❖ Be Here and Now
❖ End On Time
Profile of A District

Past

- Large Mid-Atlantic District
- 204 Schools
- 15 Principal Supervisors
- 3 Areas with 5 Principal Supervisors in each area and 1 Associate Superintendent
- 1 Performance Specialist per Area (Approximately 60-70 Schools)
- 15 Schools-18 Schools Assigned to Each Principal Supervisor
- Feeder Assignments (Elem, Middle and High)

Present

- Large Mid-Atlantic District
- 204 Schools
- 11 Principal Supervisors
- 3 Areas: Leveled by Grade Bands
  - Elementary Schools
  - Middle Schools
  - High Schools
- 20-22 Schools Per Principal Supervisor
- All Elementary Schools
- 3 Associate Superintendents
What does it mean to organize for collaborative work?
Why is organizing for collaborative work important?
Why is organizing for collaborative work important for principal supervisors?
Quick Check In:
Quick Check In:

1. How many hours of deliberate practice does it take to become “world class,” as a principal?
   a. 100 hours   b. 10,000 hours   c. 50 hours

2. What percentage of principals report receiving feedback from their administrator?
   a. 55%   b. 25%   c. 45%

3. What percentage of time do principal supervisors spend in schools?
   a. 49%   b. 29%   c. 42%

How do principals spend their time?

How Principals Spend Their Time

Paperwork takes up the largest chunk of principals’ work week.

- 31% Internal administrative tasks
- 27% Curriculum-and teaching-related tasks
- 13% Parent interactions
- 23% Student interactions
- 7% Other

Note: Percentages do not add up to 100 due to rounding.

Source: National Center for Education Statistics

Take a moment and reflect about the data on this slide. What does it say to you?
How Do Principal Supervisors Spend Their Time?

Supervisor Role

Co-Author of Study Discusses ‘Very Hopeful Story’ of How Districts Are Changing What Principal Supervisors Do and Why

SCHOOL LEADERSHIP

Posted: July 16, 2018
Author: Wallace editorial team

Figure VI.1. Supervisors’ use of time, 2017

Figure reads: On average, supervisors spent 49 percent of their time visiting schools in 2017.
Source: Supervisor surveys, 2017 (N = 50).
Note: The survey question read: “Over the past three months, what percentage of time did you spend on each of the following activities in a typical week, excluding travel time?”

More Time

Take moment and reflect about the data on this slide. What does it say to you?
WHAT DO YOU SEE?

HOW PRINCIPALS SPEND THEIR TIME

Paperwork takes up the largest chunk of principals’ work week.

- 7% Other
- 13% Parent interactions
- 31% Internal administrative tasks
- 23% Student interactions
- 27% Curriculum- and teaching-related tasks

Note: Percentages do not add up to 100 due to rounding.

SOURCE: National Center for Education Statistics

EDUCATION WEEK

SUPERVISOR ROLE

Co-Author of Study Discusses ‘Very Hopeful Story’ of How Districts Are Changing What Principal Supervisors Do and Why

SCHOOL LEADERSHIP

Posted: July 16, 2018
Author: Wallace editorial team

Figure VI.1. Supervisors’ use of time, 2017

- 49% Visiting schools
- 14% Central office meetings
- 14% Principal group meetings
- 14% Principal supervisor meetings
- 4% Other

63% of time spent in schools or principal group meetings

Figure reads: On average, supervisors spent 49 percent of their time visiting schools in 2017.
Source: Supervisor surveys, 2017 (N = 50).
Note: The survey question read: “Over the past three months, what percentage of time did you spend on each of the following activities in a typical week, excluding travel time?”

Work with a partner to discuss what you see in these two charts.
Key Leadership Behaviors for Principal Supervisors

Figure VI.5. Principals’ perceptions of approaches to supervisor feedback, 2017

- Provided me with actionable feedback: 31% Usually, 45% Always
- Documented what we do during a school visit: 26% Usually, 45% Always
- Used a system for monitoring my growth from one visit to the next: 31% Usually, 19% Always

Figure reads: 31 percent of principals reported that their supervisors usually and 45 percent of principals reported that their supervisors always provided them with actionable feedback in 2017.

Source: Principal surveys, 2017 (N = 611).

Note: The survey question read: "Over the past three months, thinking about all the time you spent with your principal supervisor, how often were each of the following true?"
### Support Structures to Organize for Collaborative Work to Develop School Leaders

<table>
<thead>
<tr>
<th>Individualized Support</th>
<th>Targeted Small Group Support</th>
<th>Cluster/Regional Support</th>
</tr>
</thead>
</table>
| ● Coaching and Feedback support between the principal and the principal supervisor. | ● Coaching, Feedback and Professional Learning support between the principal supervisor and a small group of principals (4-7).  
● School based staff work collaboratively with their principal to engage in job embedded professional learning. | ● Coaching, Feedback and Professional Learning support for a large group/region of schools with a specific and targeted focus over time.  
**Cycle of Professional Learning** |
Levels of Principal Support: *Individual*

Individualized Support
# Individualized Support: Create a School Profile to Support Leader Needs

<table>
<thead>
<tr>
<th>Tier</th>
<th>School Support Profile</th>
<th>Goal</th>
<th>Leadership Development Support</th>
<th>Cycle of School Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Low Level of support)</td>
<td>-ACCESS Scores are increasing</td>
<td>• Build the leadership capacity of the instructional staff through principal coaching</td>
<td>• --PSEL Standard 6: Professional Capacity of School Personnel</td>
<td>Tri-weekly/Monthly (Formal and Informal and Visits)</td>
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<td></td>
<td>-PARCC cohort data improving</td>
<td></td>
<td>• -PSEL Standard 7: Building the Professional Community of Teachers</td>
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<td>• -PSEL Standard 10- School Improvement</td>
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<tr>
<td>II (Middle Level Support)</td>
<td>-Low Access Scores</td>
<td>• Improve the capacity of the principal and instruction staff to address the needs of ESOL students</td>
<td>• -PSEL Standard 4: Curriculum, Instruction and Assessment</td>
<td>Bi-Weekly (Formal and Informal Visits)</td>
</tr>
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<td></td>
<td>-PARCC and ACCESS scores are maintaining but not increasing</td>
<td>• Build the capacity of the principal to establish systems and structures to improve reading performance of ESOL students in grades K-2</td>
<td>• -PSEL Standard 6: Professional Capacity of School Personnel</td>
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<td></td>
<td>• -PSEL Standard 10- School Improvement</td>
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<tr>
<td>III (High Level of Support)</td>
<td>-High Mobility</td>
<td>• Improve the capacity of the principal to organize systems and structures to plan</td>
<td>• -PSEL Standard 4: Curriculum, Instruction and Assessment</td>
<td>Weekly (Formal and Informal Visits)</td>
</tr>
<tr>
<td></td>
<td>-ACCESS scores regressing</td>
<td>• Implement high leverage leadership monitoring strategies</td>
<td>• -PSEL Standard 6: Professional Capacity of School Personnel</td>
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<tr>
<td></td>
<td>-PARCC scores are regressing</td>
<td>• Support the principal in designing quality professional learning to build the capacity of the instructional staff to assist ESOL students</td>
<td>• -PSEL Standard 7: Professional Communities for Teachers and Staff</td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

## Communication Strategies: Telephone, Google Hangout, Face Time, Webcam, Face Time
**Individualized Support: Plan the Agenda**

- **Determine** the focus area for the visit based on the area of need.
  - Classroom Visits
  - Leadership Team Meeting
  - Coaching Conversation
  - Observe a Collaborative Planning Session
  - Observe a Faculty Meeting
  - Observe a Data Analysis Meeting

- **Identify** targeted objectives that will support the leadership activity.

- **Determine** the pre-work that will support the school visit.

- **Revisit** the Action Steps.

- **Hold** a pre-conference with the principal.

- **Engage** in the scheduled leadership activity.

- **Debrief** the findings.

- **Determine** Next Steps:
  - Coaching Conversation
  - Compose Written Feedback
Individualized Support: Plan The Agenda For The Principals
**Task 1: Quick Check In: What have you learned?**

**Direction:** Discuss with a partner the two questions below and be prepared to share your insights.

1. What support structures will assist principal supervisors with organizing for collaborative work?

2. Why is it essential for principal supervisors to organize for collaborative work?
Task 2: Video: One on One and Team Debrief

See, Hear and Wonder Protocol
Targeted Small Group Support: Organize Principals in Small Groups

- Coaching, Feedback and Professional Learning support between the principal supervisor and a small group of principals (4-6).
- School based staff can and should be included in this targeted group.
Small Group Support: Coaching Pods
Purpose

● For principals to engage in professional learning communities with colleagues to work on their leadership practices to support teacher practice and student performance.

(Larry Ainsworth, 2012) (Doug Reeves, 2012)
Who is Involved?

- Core Group
  - School-Based Principals
  - Principal Supervisor
How will it happen?

- Principals have been organized into teams by focus areas, leadership development needs and supports.
Coaching Pod Protocol

- **Pre-work (All Participants):** Bring materials that requested by the host principal to support the school visit. Examine or bring data (quantitative or qualitative), student work, principal feedback, etc. *(The host school may send this information early to the principals that attend the school visit.)*

- 1. **Hosting Principal provides a brief overview of the school and provides team members with a focus for the visit or a challenge faced by the school.**

- 2. **Hosting Principal shares data (quantitative or qualitative) connected to the focus for the visit or challenge faced by the school.**

- 3. **Hosting principal will facilitate the leadership activity to support focus:** (Leadership Team Meeting, Learning Walk, Collaborative Planning, Data U Meeting, Observe a Feedback conversation, etc.)
  - Place principals in groups, if necessary.
  - Provide Documents, if needed, to share with the visiting principals.
4. Organize and Debrief Evidence. Team Members re-assemble. Engage in the PQPP (Praise, Question/Discussion, Polish, Potential Areas of Support) protocol. Each step in the protocol will take about 1-2 minutes (depends on the conversation).

- **Praise** - What was done well connected to the focus or challenge?
- **Question** - What questions do the participants have for the host principal/participants?
- **Polish** - Ideas /suggestions to refine or enhance school challenge or focus area
- **Potential Areas of Support** for possible collaboration in the near future with visiting principals.

5. The host principal discusses specific next steps with his/her colleagues based on the PQPP protocol.

6. Each visiting principal should share what learning/insight they were able to gain from the day.
"When performance is measured, performance improves, when performance is measured and reported, the rate of performance accelerates."

~Thomas S. Monson
Why is organizing for collaborative work important for principal supervisors?

● Principals require deliberate targeted support inclusive of: coaching, feedback, professional learning and modeling orchestrated by their supervisors. This work is crucial in the development of how principals grow everyday.

● Principal Supervisor Standards
  Standard 1. Principal Supervisors dedicate their time to helping principals grow as instructional leaders.
Quick Check In: *What have you learned?*

**Direction:** Discuss with a partner the two questions below, and be prepared to share your insights.

1. *What strategies will support how you organize your principals to differentiate support and professional learning?*

2. *How might you organize a school visit to support principals?*

3. *How do principal professional learning communities support job embedded training?*
Reflect on Today’s Learning

I use to Think....... But, now I think........


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