

##### Program Application

Applications Due: **Friday, May 24, 2019 by 11:59 p.m.**

Application Information Webinar: **Thursday, May 9, 2019, from 1:30-2:30 p.m.**

Letter of Intent Due: **Friday, May 10, 2019**

|  |
| --- |
| Principal Supervisor Network Pilot Program |

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# Principal Supervisor Network Pilot

**Due by: Friday, May 24, 2019 by 11:59 p.m.**

# Introduction

The CDE Principal Supervisor Network (PSN) is a fellowship program that will support Local Education Providers in strengthening principals as instructional and cultural leaders. The PSN pushes leaders to think beyond managerial tasks and focuses support around the levers of leadership and the Four Domains for Rapid School Improvement.

1. Turnaround Leadership
2. Talent Development
3. Instructional Transformation
4. Culture Shift

The Principal Supervisor Network emphasizes individualized, job-embedded practice. Participants will learn how to support turnaround leadership, to develop and sustain talent, diagnose and respond to student learning needs, and build leaders capacity to engage students in a strong culture. Participants will review your performance with CDE faculty members, practice innovative approaches, and immediately apply what you learn with your school leaders.

The Principal Supervisor Network leaders are a collective of educators working across various disciplines and contexts. They share a reputation for excellence and a focus on creating opportunities and improving lives, especially for underrepresented and underserved populations. Many of the networks leaders engage in public discourse around education issues and policies. Others lead professional developments to further improve educational support. Principal Supervisor Network participants develop collegial relationships with each other and find that they enjoy serving as a supportive hand to ensure success of principals, teachers, and ultimately students.

# Purpose

With this context in mind, CDE is launching a pilot Principal Supervisor Network in spring of 2019 to address this critical area of school improvement. The Principal Supervisor Network will enable a group of educators to participate in a series of structured, collaborative professional development opportunities designed to grow their skills as exceptional leaders of leaders. The Network will be composed of the following elements:

* Six, in person professional development opportunities to learn from leaders in the field and collaborate and connect with other participants
* At least two job-embedded coaching visits from CDE staff to help participants sharpen their skills in their own setting
* A “bright spot” visit to observe best practices in principal supervision
* Virtual, phone, and on-site support throughout the year.

CDE’s goal with the pilot is to foster a collaborative structure in which district and CDE staff can learn together about strategies to effectively support principal supervisors. CDE is eager to work with participants willing to share their ongoing feedback about the pilot to improve and enhance the support throughout the year. CDE’s ultimate goal is to offer the PSN as a part of the annual Empowering Action for School Improvement (EASI) grant.

# Eligible Applicants

The Principal Supervisor Network (PSN) is a selective fellowship opportunity for approximately 10-20 leaders each year who are in direct support of school principals and have opportunities to drive student outcomes.

The fellowship is for current principal supervisors who are already familiar with the levers of leadership (i.e. data-driven instruction, observation and feedback, student culture etc.) and have implemented them in their school(s). It is open to leaders of all types of schools in all regions who meet the criteria.

Though the network participants are principal supervisors, district readiness and capacity is a large determination in the admissions process. As participants are prepared to learn and adopt new practices it is crucial that the district has both people and policies to help principal supervisors apply their learnings from the network.

Applications will be accepted from Local Education Providers (LEPs) on behalf of Principal Supervisors for this opportunity. An eligible LEP is:

* A School District;
* A Board of Cooperative Services (BOCES);
* The Charter School Institute;
* A Charter School authorized by a School District; or
* A Charter School authorized by the Charter School Institute.

Note: CDE partners directly with LEPs. Multiple applicants from a single district should coordinate to submit a single application. Preference will be given to LEA’s with multiple applicants.

Grant funds are only available for participants who will support Targeted Support/Comprehensive Support (TS/CS) or state-identified schools. Non-CS/TS school staff can still receive additional resources, to be discussed on an individualized basis.

# Principal Supervisor Network Participant Requirements

CDE requires that the Principal Supervisor Network participants and cooperating LEP meet the following criteria:

* Participant is in a position to coach at least 3-5 principals throughout the course of the program.
* Participant is in a role that allows him/her to lead and put network learnings into practice by delivering professional development, leading aspects of school culture, and facilitating leader meetings focused on feedback and data.
* Participant embodies a mindset focused on personal growth, accountability, and a relentless passion and work ethic.
* LEP shows readiness to adapt current district systems to support participants as they implement learnings from the program.

In addition to the guidelines above, it’s also vital principal supervisors and participating LEP’s require the same dispositions their school leaders bring to their work. These dispositions maintain the focus on students:

* **Growth-oriented:** Transformational education leaders believe that students, education professionals, educational organizations and the community can continuously grow and improve to realize a shared vision for student success through dedication and hard work.
* **Collaborative:** Transformational education leaders share the responsibility and the work for realizing a shared vision of student success.
* **Innovative:** Transformational education leaders break from established ways of doing things to pursue fundamentally new and more effective approaches when needed.
* **Analytical:** Transformational education leaders gather evidence and engage in rigorous data analysis to develop, manage, refine and evaluate new and more effective approaches.
* **Ethical Principles:** Transformational education leaders explicitly and consciously follow laws, policies, and principles
* **Perseverant:** Transformational education leaders are courageous and persevere in doing what is best for students even when challenged by fear, risk and doubt.
* **Reflective:** Transformational education leaders re-examine their practices and dispositions habitually in order to develop the “wisdom of practice” needed to succeed in pursuing new and more effective approaches.
* **Equity-minded:** Transformational education leaders ensure that all students are treated fairly, equitably, and have access to excellent teachers and necessary resources.
* **Systems-focused:** Transformational education leaders are committed to developing systems and solutions that are sustainable and effective district-wide and that generate equitable outcomes for all schools and stakeholders.

# Available Funds

Approximately $150,000 in funding is available for the pilot cohort of the Principal Supervisor Network. Participating LEPs are eligible to receive a grant of up to $10,000 per principal supervisor to off-set travel costs and provide principal supervisors with resources to implement strategies learned in the network.\*\*

For the pilot cohort of this program, CDE anticipates approving 3-5 applications for up to 15 participants in the 2019-20 Principal Supervisor Network.

\*\*Grant funds are only available for participants who will support Targeted Support/Comprehensive Support (TS/CS) or state-identified schools. Non-CS/TS school staff can still receive additional resources, to be discussed on an individualized basis.

# Allowable Use of Funds

CDE recognizes that participating in this program will require additional time and energy of principal supervisors. As such, participants are eligible to receive a grant of up to $10,000 to off-set travel costs and provide principal supervisors with resources to implement strategies learned in the network. These grant funds must supplement local funds and can be spent on:

* Travel costs for CDE convenings;
* Professional development for participating principal supervisors;
* Resources to support participants in leading professional development for their principals;
* Travel costs to “bright spot” visits;
* Materials (e.g., video cameras for recording principal coaching sessions); and
* Stipends for principals to participate in professional development.

# Duration of Grant

Funds will be awarded for a one-year term beginning in the 2019-2020 fiscal year. Principal Supervisors will participate in the Network through the 2019-2020 school year, with additional years dependent on successful participation in network activities and commitments. Funds must be expended by **September 30, 2020**. There will be no carryover of funds.

# Evaluation and Reporting

Each Education Provider that receives funds for the Principal Supervisor Network is required to report, at a minimum, the following information annually to the Department:

* A perception survey (available Fall 2019);
* Information about Principal Supervisors’ time spent in school buildings and time spent on instructional topics when in schools at least 3 times per year; and
* An Annual Financial Report (AFR).

All participating Education Providers will also be asked to complete a District Self-Assessment Tool to identify areas of strengths/weaknesses in implementing principal supervision structures. See Attachment A for more information.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the Principal Supervisor Network. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

Please note: Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or 5 for educators.

# Application Process, Review, and Timeline

The application process will consist of the following parts:

1. **Intent to Apply**

Please complete a [Letter of Intent](https://www.surveymonkey.com/r/2019PSN_LOI) by **Friday, May 10, 2019,** if interested in applying for the Principal Supervisor Network.

1. **Part I: Readiness Application**

Applications are due **Friday, May 24, 2019** by 11:59 pm. This is a competitive process – applicants must score at least 23 points out of the 35 possible points in Part I to continue in the application process. See pages 13-14 for the Application Rubric.

1. **Part II: District Readiness Interview**

Applicants that score 23 points or more will be invited to participate in a district readiness assessment interview. This will require members of CDE to engage in conversations with district leaders and the superintendent to determine the LEA’s readiness for change and growth in instructional leadership. Please hold the following dates for readiness interviews:

* June 4: after 12 p.m.
* June 5: after 12 p.m.
* June 6: a.m. or p.m.
* June 7: a.m. or p.m.

Application Timeline

|  |  |
| --- | --- |
| **May 9** | Application webinar: [Register here](https://2019psn.eventbrite.com). |
| **May 10** | Intent to Apply Due |
| **May 24** | Part I Application Due |
| **May 31** | Applicants will be notified if they have qualified for an interview |
| **June 4-7** | Applicant Interviews |
| **June 17** | Participants notified of their acceptance into the Principal Supervisor Network |
| **Late June** | Kick-off Convening for Participants |

# Submission Process and Deadline

An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **Friday, May 24, 2019, by 11:59 p.m**. The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook in Excel format as a separate document.

Note: if you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Submit the electronic copy of the application and electronic budget to: [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

By: **Friday, May 24, 2019 by 11:59 p.m.**

# Application Format

* The Needs Assessment should be completed for each principal supervisor for whom the LEP is applying. Each principal supervisor response may not exceed 5 pages. Please see below for the required elements of the application.
* All pages must be standard letter size, 8-1/2” x 11” using 12-point font and single-spaced with 1-inch margins and numbered pages.
* The signature page must include original signatures of the lead organization/fiscal agent.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 13-14).

Part I: Application Introduction (not scored):

Part IA: Cover Page – Applicant and Principal Supervisor Information

Part IB: Program Assurances Form

Part II: Narrative:

Needs Assessment *(complete for each principal supervisor the LEP is applying for)*

**Part III: Budget Request** *(to be completed by the LEP for the total request)*

Required Attachments:

Principal Supervisor Resume(s)

# Principal Supervisor Network

**Due by: Friday, May 24, 2019 by 11:59 pm**

# Part IA: Applicant Information

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Local Education Provider (LEP) Information** | | | | | | | | |
| **LEP Name:** | |  | | | | **LEP Code:** | |  |
| **Mailing Address:** | |  | | | | **DUNS** #: |  | |
| Authorized Representative Information | | | | | | | | |
| **Name:** |  | | **Title:** |  | | | | |
| **Telephone:** |  | | **E-mail:** | |  | | | |
| **Program Contact Information** | | | | | | | | |
| **Name:** |  | | **Title:** |  | | | | |
| **Telephone:** |  | | **E-mail:** |  | | | | |
| **Fiscal Manager Information** | | | | | | | | |
| **Name:** |  | | **Title:** |  | | | | |
| **Telephone:** |  | | **E-mail:** |  | | | | |
|  |  | |  |  | | | | |

# Principal Supervisor Information

Complete the section below for each principal supervisor to participate in the Network. Additional tables may be copied and pasted as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Principal Supervisor Information** | | | |
| **Name:** |  | | |
| **Telephone:** |  | **E-mail:** |  |
| **Title:** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Principal Supervisor Information** | | | |
| **Name:** |  | | |
| **Telephone:** |  | **E-mail:** |  |
| **Title:** |  | | |

**Note:** If application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

# Part IB: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Principal Supervisor Network** and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2019, the Board of | (district) |

hereby agrees to the following assurances:

1. The grantee will work with and complete a perception survey twice per year.
2. The grantee will work with and complete a district implementation self-reflection document twice per year.
3. The grantee will submit all required evaluation documents as describe on page 5 of the Principal Supervisor Network application.
4. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
5. Funds will be used to supplement and not supplant any funds currently being used to provide services related to the Principal Supervisor Network and that grant dollars will be administered by the appropriate fiscal agent.
6. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
7. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
8. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

The Colorado Department of Education may terminate a grant award upon thirty (30) days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Please contact Evan Davis (303-866-6129 or Davis\_E@cde.state.co.us) and Andrew Schaefer (303-870-0536 or Schaefer\_A@cde.state.co.us) for any modifications.

By signing below, the Board President, Authorized Representative, and Principal Supervisor(s) agree to support the participating Network Principal Supervisor to fulfill the roles and responsibilities outlined above for the 2019-2020 school year.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Name of School Board President/BOCES President  (if applicable) |  | Signature |
|  |  |  |
| Name of Authorized Representative  (District Superintendent, Charter School Institute/BOCES Executive Director) |  | Signature |
|  |  |  |
| Name of Principal Supervisor |  | Signature |
|  |  |  |
| Name of Principal Supervisor  (if applicable) |  | Signature |
|  |  |  |
| Name of Principal Supervisor  (if applicable) |  | Signature |
|  |  |  |
| Name of Principal Supervisor  (if applicable) |  | Signature |

# Part II: Application Narrative

**Needs Assessment Response Questions**  
Each Principal Supervisor included in the LEP application should address each of the questions below. Response is limited to 5 pages per principal supervisor.

|  |  |
| --- | --- |
| **Principal Supervisor Name:** |  |

1. Provide a detailed explanation of why you are interested in joining the Principal Supervisor Network (PSN).

| Click here to enter text. |
| --- |

1. Describe your district’s/LEP’s commitment to supporting participation in the PSN.

| Click here to enter text. |
| --- |

1. Describe how your participation in the PSN aligns to your district strategy.

| Click here to enter text. |
| --- |

1. Describe a time when you needed to lead a team towards implementing a change in order to achieve an ambitious goal.

| Click here to enter text. |
| --- |

1. Describe your experience with providing feedback to other adults in the areas of instruction and school culture.

| Click here to enter text. |
| --- |

1. Describe what you hope to gain through participation in the PSN.

| Click here to enter text. |
| --- |

# Principal Supervisor Network

**Evaluation Rubric**

# Application Scoring

*CDE Use Only*

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** | No Points |
| **Part II:** | **Narrative** |  |
|  | Needs Assessment | /30 |
| **Part III:** | **Budget** | /5 |
| **Total:** | | **/35** |

**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

**Weaknesses:**

**Required Changes:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |

# Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application.

**Part II: Needs Assessment (30 Points)**

The following criteria will be used by reviewers to evaluate each Principal Supervisor response. In order for the applicant to be recommended for the pilot program, the response must receive at least 23 points out of the 35 total possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Needs Assessment** | **Not addressed in application**  ***(information not provided)*** | **Little or weak evidence provided in application**  ***(requires additional clarification)*** | **Addressed criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed or high quality response)*** | **Met all criteria with high quality**  ***(clear, concise and well thought out response)*** | **Total** |
| 1. Provide a detailed explanation of why you are interested in joining the Principal Supervisor Network (PSN).   *An exemplar response will:*   * *Describe self-motivation; not because district directed them* * *Articulate a commitment to turning around low-performing schools* * *Describe a desire to increase monitoring and action upon the progress of schools* | 0 | 1 | 3 | 5 |  |
| 1. Describe your district’s/LEP’s commitment to supporting participation in the PSN.   *An exemplar response will:*   * *Clear district endorsement of participation* * *How applicant’s learning will impact broader school support systems.* * *Articulate policies, structures, and expectations to work towards goals* * *Describe a district official to support and oversee PSN work* | 0 | 1 | 3 | 5 |  |
| 1. Describe how your participation in the PSN aligns to your district strategy.   *An exemplar response will:*   * *Describe district strategy in-depth and finds multiple points of alignment to the PSN* * *Provide examples of how the PSN work could shift district strategy* * *Articulate a person/team to oversee PSN work* | 0 | 1 | 3 | 5 |  |
| 1. Describe a time when you needed to lead a team towards implementing a change in order to achieve an ambitious goal.   *An exemplar response will:*   * *Describe developing goals informed by data* * *Articulate how they supported a team throughout the change* * *Outline the coherence and integration with other initiatives* * *Provide a clear system for monitoring progress and giving feedback* | 0 | 1 | 3 | 5 |  |
| 1. Describe your experience with providing feedback to other adults in the areas of instruction and school culture.   *An exemplar response will:*   * *Describe professional development or trainings attended around observation and feedback and/or school culture* * *Articulates a structure for how and when they give feedback* * *Describe the growth of individuals to whom they have given feedback* | 0 | 1 | 3 | 5 |  |
| 1. Describe what you hope to gain through participation in the PSN.   *An exemplar response will:*   * *Clearly name instructional leadership as an area to improve* * *Provide a response shows humility and a growth mindset* * *Articulate a desire for both personal development and district development around necessary changes* | 0 | 1 | 3 | 5 |  |
| **Reviewer Comments:** | | | | | |
| **Total** | | | | |  |

**Part III: Budget**

The following criteria will be used by reviewers to evaluate the LEP’s budget request. Response should be reasonable, necessary and in alignment with the program requirements. The Budget Spreadsheet is not included in the page limit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Budget** | **Not addressed in application**  ***(information not provided)*** | **Addressed criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed or high quality response)*** | **Met all criteria with high quality**  ***(clear, concise and well thought out response)*** | **Total** |
| Complete and attach the **Budget Spreadsheet (Excel file)**. Lists the proposed costs that are reasonable, necessary and are calculated to show how amounts are determined. The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services.  **Item Description Example:**   * .X FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year] | 0 | 3 | 5 |  |
| **Reviewer Comments:** | | | | |
| **Total:** | | | |  |

# Attachment A: District Readiness Assessment

**District Readiness Assessment (DRA): Scoring Form**

|  |  |  |  |
| --- | --- | --- | --- |
| District Name: Date:  DRA Administrator: Facilitator:  Effective Innovation: DIT Members: | | | |
| **Directions:** The District Implementation Team completes the District Readiness Assessment (DRA) together by using the DRA Scoring Guide to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the DRA Scoring Guide and should be used to help achieve consensus. Scores are recorded on this Scoring Form below. | | | |
| **Item** | **Score** | | |
| 1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI) | 2 | 1 | 0 |
| 1. DIT includes an individual with **executive leadership** authority | 2 | 1 | 0 |
| 1. DIT includes a designated **coordinator** (or coordinators) | 2 | 1 | 0 |
| 1. DIT uses an effective team meeting process | 2 | 1 | 0 |
| 1. District has written procedures for selecting EI’s | 2 | 1 | 0 |
| 1. District documents how current EI’s link together | 2 | 1 | 0 |
| 1. Funds are available to support the implementation of EI | 2 | 1 | 0 |
| 1. District has an **implementation plan** for the EI | 2 | 1 | 0 |
| 1. DIT continuously improves the use of the implementation plans | 2 | 1 | 0 |
| 1. District uses a **communication plan** | 2 | 1 | 0 |
| 1. District uses a process for addressing internal barriers | 2 | 1 | 0 |
| 1. District uses a process to report **policy relevant information** to outside entities | 2 | 1 | 0 |
| 1. DIT supports the use of a **fidelity** measure for implementation of the EI | 2 | 1 | 0 |
| 1. DIT has access to data for the EI | 2 | 1 | 0 |
| 1. DIT has a process for using data for decision making | 2 | 1 | 0 |
| 1. District provides a status report on the EI to the school board | 2 | 1 | 0 |
| 1. **Building Implementation Teams (BITs)** are developed and functioning to support implementation of EI’s | 2 | 1 | 0 |
| 1. DIT supports BIT implementation plans being linked to district improvement plan | 2 | 1 | 0 |
| 1. DIT supports BITs using data for decision making | 2 | 1 | 0 |
| 1. District uses a process for selecting staff (internal and/or external) who will implement and support the EI | 2 | 1 | 0 |
| 1. District has a plan to continuously strengthen staff skills | 2 | 1 | 0 |
| 1. DIT secures training on the EI for all district/school personnel and stakeholders | 2 | 1 | 0 |
| 1. DIT uses training effectiveness data | 2 | 1 | 0 |
| 1. DIT uses a **coaching service delivery plan** to support building implementation teams | 2 | 1 | 0 |
| 1. DIT uses coaching effectiveness data | 2 | 1 | 0 |
| 1. Staff performance feedback is on-going | 2 | 1 | 0 |

**Action Planning**

**Step 1:** For any item listed below a “2” consider actions that may be completed within the next 3 months.

**Step 2:** Define the action, “who” is responsible, when it will be accomplished, and the team/meeting when updates on the action will be reviewed.

**Step 3:** Team should prioritize the areas or items that are most critical to improve – critical defined as most likely to improve fidelity, sustainability and student outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subscale and Items | Action | Who | When | Next Update |
| 1. Leadership |  |  |  |  |
| 1. Action Planning |  |  |  |  |
| 1. Performance Feedback |  |  |  |  |
| 1. Selection |  |  |  |  |
| 1. Training |  |  |  |  |
| 1. Coaching |  |  |  |  |
| 1. Decision Support System |  |  |  |  |
| 1. Facilitative Administration |  |  |  |  |
| 1. Systems Intervention |  |  |  |  |

**Superintendent and District Interview Questions**

**Question 1:** What is the current state of principal supervision and coaching in your district? What are the successes? What are the gaps?

**Question 2:** If your district participates in the network, what supports will the district put in place to support the implementation of the participants learning?

**Question 3:** Changing principal supervisor practice may mean having to adapt current district system structures. Is the district open to making shifts around to support principal supervision? Potential shifts may include the following:

* Revising the principal supervisors’ job description to focus on instructional leadership
* Reducing principal supervisors’ span of control
* Adapt current training practices for principal supervisors
* Develop systems to identify and train new principal supervisors
* Strengthen central office structures to support and sustain change in the principal supervisor’s role

**Question 4:** How does your district differentiate support for struggling schools?

**Question 5:** If your district participates in the network, what are outcomes within principal supervision the district would like to see?