

Principal Supervisor Network

Supporting Colorado's Principal Supervisors



COLORADO
Department of Education

PROGRAM OVERVIEW

The CDE Principal Supervisor Network (PSN) is a one year fellowship program that will support participants to strengthen 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 receive personalized feedback from CDE team members, practice innovative approaches, and be able to immediately apply the learning with school leaders.

The Principal Supervisor Network leaders will comprise a collective of educators working across various disciplines and contexts, including urban and rural schools. They will share a reputation for excellence and a focus on creating opportunities and improving outcomes for all students, especially for underrepresented and underserved populations. Principal Supervisor Network participants will have the opportunity to develop collegial relationships with each other and build networks across the state.

CDE'S PRINCIPAL SUPERVISOR NETWORK PILOT

CDE is launching the PSN pilot 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:

- Seven, 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
- "Lab Day" visits 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

Why Principal Supervisors?

Background and research

In 2014, The Wallace Foundation launched a four-year, \$24 million-dollar effort to redefine principal supervision in six urban school districts. The initiative was motivated by an effort to increase student learning and achievement through improving principal effectiveness. Research has shown that strong principals are integral to strong schools and to raising the quality of teaching (see links below).

Further Reading:

- Wallace Foundation: A New Role Emerges For Principal Supervisors
- CCSSO: Model Principal Supervisor Professional Standards



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.

LEARNING TRAJECTORY

The Principal Supervisor Network has a strategic, purposeful scope and sequence that is targeted to support principal supervisors around key skills and competencies that are needed during that time of the school calendar.

Principal Supervisor Network Scope and Sequence

The Principal Supervisor Network leverages both the Model Principal Supervisor Standards (MPSS) and the Administrator License Standards of Colorado (ALSC).			
Model Principal Supervisor Standards (Wallace Foundation – 2015): <ul style="list-style-type: none"> • Standard 1: Principal Supervisors dedicate their time to helping principals grow as instructional leaders. • Standard 2: Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders. • Standard 3: Principal Supervisors use evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of students. • Standard 4: Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders. • Standard 5: Principal Supervisors advocate for and inform the coherence of organization vision, policies and strategies to support schools and student learning. • Standard 6: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student. • Standard 7: Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders. • Standard 8: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs. 		Administrator License Standards of Colorado <ol style="list-style-type: none"> 1. Administrators demonstrate organizational leadership, including responsibility for: <ul style="list-style-type: none"> ○ district/program vision, mission, and strategic plan; ○ continual and sustainable district/program improvement; ○ recruitment, development, supervision, evaluation, and retention of high-quality personnel; ○ district and community partnerships; ○ communication with internal and external stakeholders; ○ fiscal and resource management, as well as resource-development strategies; ○ compliance with policies, laws, rules, and regulations; 2. Administrators demonstrate inclusive leadership practices and systems that include responsibility for: <ul style="list-style-type: none"> ○ aligned systems of curriculum, instruction, and assessment ○ professional learning for all staff that supports student learning ○ student outcomes for growth, achievement, engagement, and post-secondary and workforce readiness ○ continuous improvement accountability systems (goal setting, data-informed decisions, multi-tiered systems of support, and research-based practices) 3. Administrators demonstrate professionalism that includes responsibility for: <ul style="list-style-type: none"> ○ ethical behavior and professional norms ○ professional learning, continuous growth, and ongoing reflection ○ conflict resolution, problem solving, and decision making ○ board-administrator relationships ○ partnerships with internal stakeholders and external organizations ○ democratic and civic participation, and advocacy 	
Session	Focus	Aligned Standard(s)	Objectives
May 2019	Network Kickoff,	• MPSS: 1, 5, 7	Applied Activities:



	Network Expectations	<ul style="list-style-type: none"> • ALSC: 1, 3 	<ul style="list-style-type: none"> • PW determine how much time is currently being spent on instructional leadership and coaching • PW set personal goals based on their assessment of time allocation • PW understand the purpose and research around Principal Supervisor Network • PW understand Network expectations and support structures
July 2019	Preparing for School Launch	<ul style="list-style-type: none"> • MPSS: 1, 2, 4, 6, 7 • ALSC: 1, 2, 3 	<p>Applied Activities:</p> <ul style="list-style-type: none"> • PW build their weekly schedule prioritizing instructional meetings and activities • PW determine quarterly foci with their schools • PW strategically plan for priority schools while leveraging the Four Domains and Seven Levers of Leadership.
August 2019	Culture and Climate, Professional Learning Strategies	<ul style="list-style-type: none"> • MPSS: 1, 2, 4, 6, 7 • ALSC: 1, 2, 3 	<p>Applied Activities:</p> <ul style="list-style-type: none"> • PW set student culture goals for each of the buildings they support • PW develop See It, Name It, Do It school culture plans • PW practice their student culture rollouts • PW determine their principal team norms for meeting, collaboration, and support • PW build check-in agenda's for their leaders prioritizing instructional leadership
October 2019	Reflecting on Principal Effectiveness, Leading Observations	<ul style="list-style-type: none"> • MPSS: 1, 2, 3, 4, 7 • ALSC: 1, 2, 3 	<p>Applied Activities:</p> <ul style="list-style-type: none"> • PW reflect on evidence of principals' effectiveness and change practice to meet the needs of students • PW build action steps for their principals that are high-leverage, measureable, and bite-sized • PW practice delivering principal feedback with support
December 2019	Reflecting on Principal Effectiveness, Leading Data-Driven Instruction	<ul style="list-style-type: none"> • MPSS: 1, 2, 3, 4, 7 • ALSC: 1, 2, 3 	<p>Applied Activities:</p> <ul style="list-style-type: none"> • PW reflect on evidence of principals' effectiveness and change practice to meet the needs of students • PW review current LEA interim assessment, LEA curricula, and data



			<p>structures to determine best levers of principal support</p> <ul style="list-style-type: none"> • PW will review where each principal is at in their implementation of DDI practices • PW give feedback to principals around current DDI structures
February 2020	Principal Evaluation Process, District Vision/Policies, Supporting Testing	<ul style="list-style-type: none"> • MPSS: 1, 2, 3, 4, 5, 7 • ALSC: 1, 2, 3 	<p>Applied Activities:</p> <ul style="list-style-type: none"> • PW engage with their principal evaluation tool and tie connect the evaluation to coaching structure • PW evaluate LEA vision and policy to determine gaps to action plan principal support • PW revamp weekly schedules to support priority principals in quarter 3 and quarter 4
May 2020	Network Wrap-up, Ongoing Support, Sustaining Change	<ul style="list-style-type: none"> • MPSS: 1, 2, 3, 4, 5, 6, 7, 8 • ALSC: 1, 2, 3 	<p>Applied Activities:</p> <ul style="list-style-type: none"> • PW develop an LEA action plan with LEA partners to continue the work with the network • PW learn about ongoing principal supervisor support

I'm in! How do I apply?

Applications will be reviewed as received, so please submit your application as soon as you can during the application window. We cannot guarantee review of any applications submitted after May 24. Selection notifications will be sent via email by early June. If selected to move forward in the process, plan on both an in-person interview and a meeting with district leadership to discuss district readiness during the last two weeks of June. Selected applicants must confirm their enrollment in order to ensure a full cohort is identified prior the first intersession event in the network.

The Principal Supervisor Network (PSN) is a selective fellowship opportunity for approximately 5-10 leaders each year who are in direct support of school principals and have opportunities to drive student outcomes.

- Participants should have familiarity with the Levers of Leadership (i.e. data-driven instruction, observation and feedback, student culture etc.) and have implemented them in their school(s).
- Participants should commit to attending all in-person professional development sessions offered by the network.
- Participants should expect 3-4 in-person coaching sessions to receive feedback on implementation of network practices.
- Ideal participants should have a manageable school load to allow for proper implementation of network practices. School loads can vary based on district size and personnel.
- Participants should have a growth mindset and be prepared to implement network practices with schools and school leaders.

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 include the following components:

- Application
- Budget request (\$10,000)

Deadlines

The table below outlines key dates for applications and selection

May 6	Application Released
May 8	Intent to Apply Due
May 24	Part I Application Due
May 31	Applicants will be notified if they have qualified for an interview
June 3-7	Applicant Interviews
June 17	Participants notified of their acceptance into the Principal Supervisor Network
Late June	Kick-off Convening for Participants

Grant Funding

CDE recognizes that participating in this program will require additional time and energy of principal supervisors. As such, PSN 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
- Travel costs to “bright spot” visits
- Materials (e.g. video cameras for recording principal coaching sessions)
- Stipends for principal supervisors to participate in PD

Participation Criteria

The Colorado Department of Education requires that the Principal Supervisor Network participants and cooperating LEA meet the following criteria:

- Participant is in a position to coach at least a minimum of 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.
- LEA shows readiness to adapt current district systems to support participants as they implement learnings from the program

In addition to the above guidelines above, it’s also vital principal supervisors and participating LEA’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.

Where can I learn more?

- **CDE Specific Link**
- <https://www.wallacefoundation.org/knowledge-center/Documents/A-New-Role-Emerges-for-Principal-Supervisors.pdf>
- <https://ccsso.org/sites/default/files/2017-10/2015PrincipalSupervisorStandardsFinal1272015.pdf>
- [View all CDE fact sheets: www.cde.state.co.us/communications/factsheetsandfaqs](http://www.cde.state.co.us/communications/factsheetsandfaqs)