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OFFICE OF EDUCATIONAL LEADERSHIP LEARNING

**Principal Leadership:
Supervision Strategies for Student Success**

Thursday, February 27, 2025

2:00-3:20 PM

Dr. Katie Policastro, Ph.D.

Consultant, OELL

Regional Director of Teaching and Learning,
Broward County Public Schools

Broward County Public Schools (BCPS)

2005-Present

Principal Supervisor

Principal

Assistant Principal

Teacher

Accomplishments

Recipient of the Robert Kottkamp Educational Leadership Dissertation of the Year

(Recognition by the American Educational Research Association)

Professional Learning Norms

Equity of Participation	Active Listening	Respect for All Perspectives
Pause • Leave quiet time for others to think and process **Pay attention to self and others** • Let everyone get their hands on the materials • Step up and step back **Place ideas on the table** • "Here is one option…" • "One thought I have is…"	**Paraphrase** • "So are you saying…?" • "I think I heard… is that right?" **Be Present** • "I'm just going to turn my phone off so I can really listen to you."	**Presume positive intentions** • "What ideas do you have about how we can improve?" • "Tell me more about your thinking" **Probe** • "Please say more about…" • "I'm curious about…"

Adapted from Adaptive Schools http://www.thinkingcollaborative.com/norms-collaboration-toolkit/
and the New Teacher Center www.newteachercenter.org

Teacher Institute
on Science
and Sustainability

Breakout Session Agenda

Time	What	Why	How
2:00 PM	Opening/Introductions	To get to know the facilitator	Personal Narrative
2:05 PM	Leadership Matters	Understand the importance of leadership	Presentation/Discussion
2:15 PM	Feedback and Coaching	Importance of feedback	Presentation
2:45 PM	Supervisor vs. Coach	Understand the difference between both "hats"	Presentation/Discussion
3:00 PM	BCPS Examples of Principal Coaching	Provide "turn-key" strategies for school Districts	Presentation
3:15 PM	Wrap-up/Feedback	Obtain feedback	Survey

Breakout Session
Professional Learning Objectives

Participants will:

- Understand the impact of leadership on student achievement.

- Learn the importance and strategies for providing effective feedback.

- Engage with "real time" examples of principal coaching.

Leadership Matters

Reflect on this quote. As a current school/organizational leader, how do you know your leadership is impactful?

AVERAGE LEADERS RAISE THE BAR ON THEMSELVES; GOOD LEADERS RAISE THE BAR FOR OTHERS; GREAT LEADERS INSPIRE OTHERS TO RAISE THEIR OWN BAR.
-ORRIN WOODWARD

KEEPINSPIRING.ME

Why Coaching Matters in School Leadership?

- Let's look at the data…. (Bloom & Wilson, 2023)

  - 50% of new principals are not retained beyond their third year
  - The typical cost of losing one principal is $75,000
  - 27% of principals in high-poverty schools leave each year
  - 20% attrition in more affluent areas
  - Most often replacement is with less experienced leaders

"Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership." (Grissom et al., 2021)
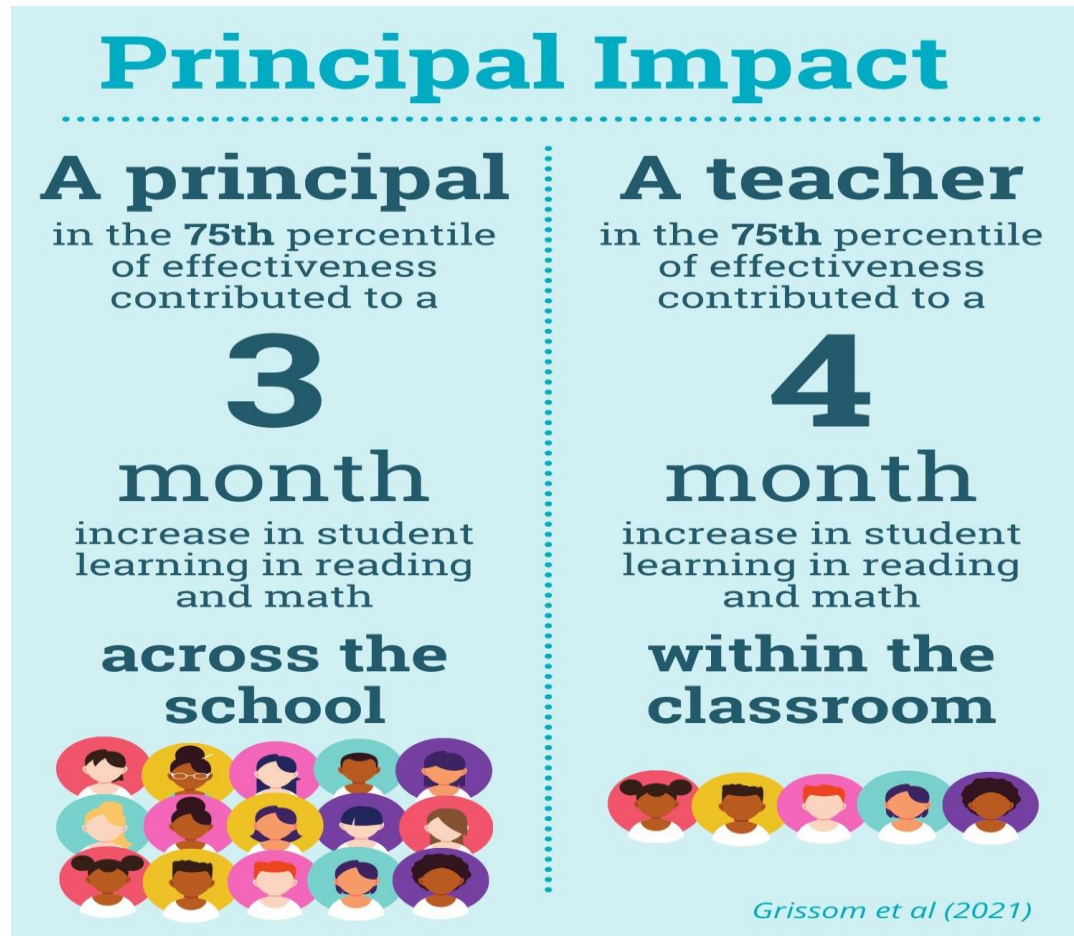
The body research as presented in the report,
How Principals Affect Students and Schools,

Replacing a below-average elementary school principal (i.e., one at the 25th percentile of effectiveness) with an above-average principal (i.e., at the 75th percentile) would result in an additional 2.9 months of math learning and 2.7 months of reading learning each year for students in that school.
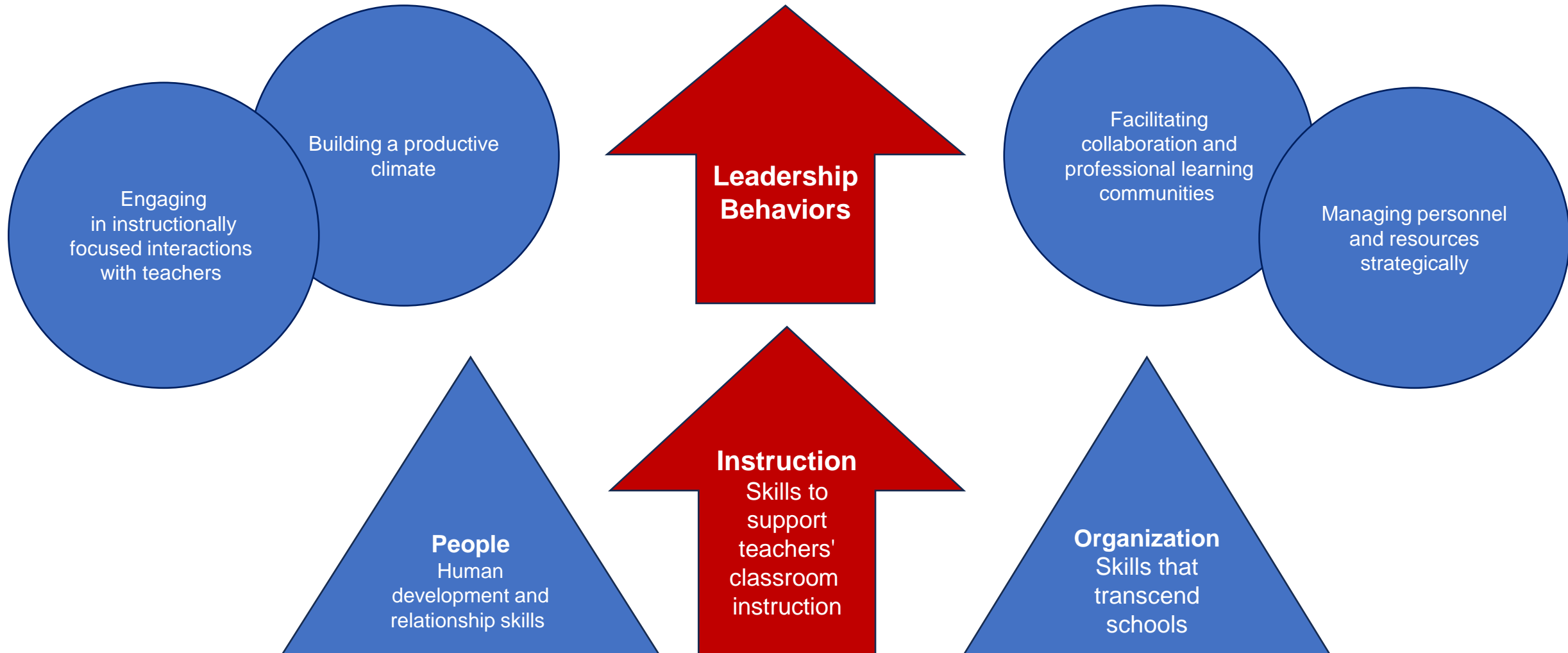
Bottom Line…..LEADERSHIP MATTERS!

Principal Impact

Principal Impact

A principal in the **75th** percentile of effectiveness contributed to a **3** month increase in student learning in reading and math **across the school**

A teacher in the **75th** percentile of effectiveness contributed to a **4** month increase in student learning in reading and math **within the classroom**

Grissom et al (2021)

Let's pause and reflect on this slide….

Table Talk-Let's Talk About Impact

- What are 2-3 specific ways your central/district office supports teaching and learning at schools?

- What is an example that illustrates each of those ways are working?

Supervisorial Feedback & Direction Inform and Shape Coaching

Bloom & Wilson, 2023

Examples of Supervisorial Coaching Strategies

Facilitative-Takes a constructivist approach in order to produce changes in the coachee's cognition (changing the "way of being")

Consultative- Takes the lead, may offer personal insight, provides action steps/resources, asks for permission (changing the way of "doing")

Collaborative-Gather/analyze data, model practices, support implementation of action steps and follow up (in the middle)

Which coaching strategy do you have the most experience with?

(Bloom & Wilson, 2023)

Coaching Language Examples

- **Instructional Coaching Examples: (Providing Direction-Asking first…)**
  - Can I share some information about?
  - What I saw in the classrooms today was…
  - Research demonstrates….

- **Consultative Coaching Examples: (Providing Direction-Asking first…)**
  - Here are some options to consider…
  - I can provide these resources to you…
  - The data is telling me…

- **Collaborative Coaching Examples (Providing Guidance):**
  - Let's look at this plan together…
  - How we work together on this project?
  - Can I support you by….

  (Bloom & Wilson, 2023)

Providing Feedback

"How one delivers feedback is critical to how it will be received. If one has the skills to deliver feedback in a manner that is not personal and attacking, the chances of success increase dramatically." (Kirtman, 2014).

Sender Message
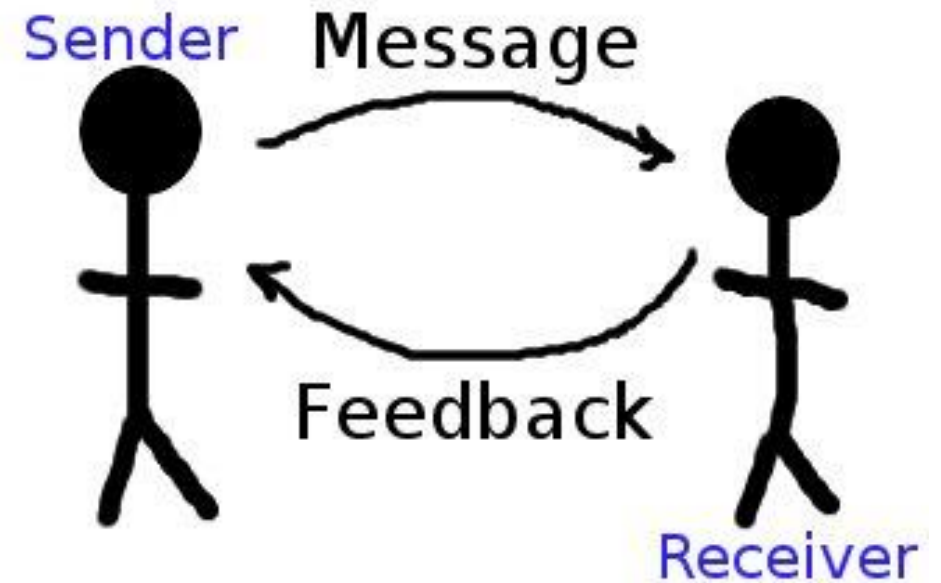
Feedback

Receiver

Discussion On Feedback

Share a time when you received professional feedback that helped improve your performance.

What factors contributed to the effectiveness of the feedback?

Barriers to Providing Feedback

- Internal distractions
- Emotional reactions
- Bias/judgements
- Misunderstandings about what statements/questions may mean
- Multi-tasking
- Physical barriers
- Information overload

(Bloom & Wilson, 2023)

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Effective Feedback

- Specific and grounded in evidence
- Tied to goals and standards
- Directly linked to teaching and learning
- Honest but never mean-spirited
- Coach presumes positivity and believes the coachee can grow
- Not personal, focuses on practice, behaviors or impacts on practice
- Leads to coaching as a next step

(Bloom & Wilson, 2023)

Supervisor vs. Coach Language

Supervisor
- I need you to…
- How do you plan on?
- You and your team will need…

Coach
- How can I support you?
- What resources can we identify together?
- Let's brainstorm next steps…

Supervisor vs. Coach Language

Supervisor Relationship
- Directive
- Telling
- Task and problem driven
- Success determined by supervisor goal

Coach Relationship
- Collaborative
- Boss as listener
- Process driven
- Success determined by team

Example of Principal Coaching at BCPS

- Developing Goals and Action Plans

- Florida Principal Leadership Standards

- Classroom Walkthroughs and Feedback

Developing Goals and Action Steps

The 4 Disciplines of Execution

Discipline 1: Focus on the Wildly Important-Established

Discipline 2: Act on Lead Measures

Discipline 3: Keep a Compelling Scoreboard

Discipline 4: Create a Cadence of Accountability
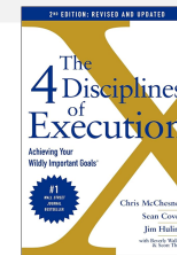
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Developing Goals and Action Steps

The 4 Disciplines of Execution
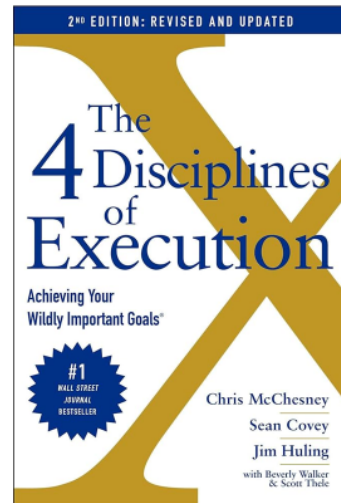
Discipline 1: Focus on the Wildly Important

When you choose a WIG, you identify the most important objective that won't be achieved unless it gets special attention. In other words, your normal course of business won't make it happen.

To define a WIG, identify where you are now, where you want to be, and by when

WIG
WILDLY IMPORTANT GOAL

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Developing Goals and Action Steps

The 4 Disciplines of Execution

Discipline 1: Focus on the Wildly Important

1. Focus on no more than one to three WIGs
2. Align your WIGs to those of your Regional and/or Transformational Office
3. Collaborate on choosing WIGs
4. Define "From X to Y by When."
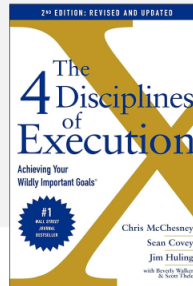
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|		
I.	**INTRODUCTIONS**	"When your team begins to see the lag measure of a big goal moving as a result of their efforts, they will know they are winning. And nothing drives the morale and engagement of a team more than winning."
II.	**REVIEW (DISCIPLINE 1)**	*WIG (Wildly Importantly Goal)* • Clarity -How **clearly** have you communicated your WIG(s)? • Commitment – How **committed** is your team to achieving the WIG(s)? • Collaboration – To date, what steps have been most successful? What evidence do you have that it is working? • Accountability – Nevers, Not Yet's, Models
III.	**DISCIPLINE 2**	*Acting on the Lead Measures* (Be prepared to speak to each of the components that make up your school grade).\ • **Review school, grade level and individual teacher data** • What action steps have you put in place to achieve your goals? • What do you believe has been the most successful? • What changes will you make to ensure you will meet your PM3 goals based on your current data? • How are you leveraging all human capital? Coach schedules? When is the last time you reviewed and adjusted schedules?
IV.	**DISCIPLINE 3**	*Keep a Compelling Scoreboard* (Does **EVERY** individual understand their impact)?

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Developing Goals and Action Steps
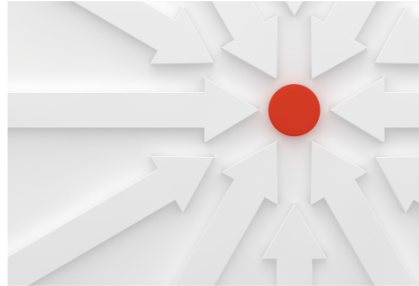

Wildly Important Goals
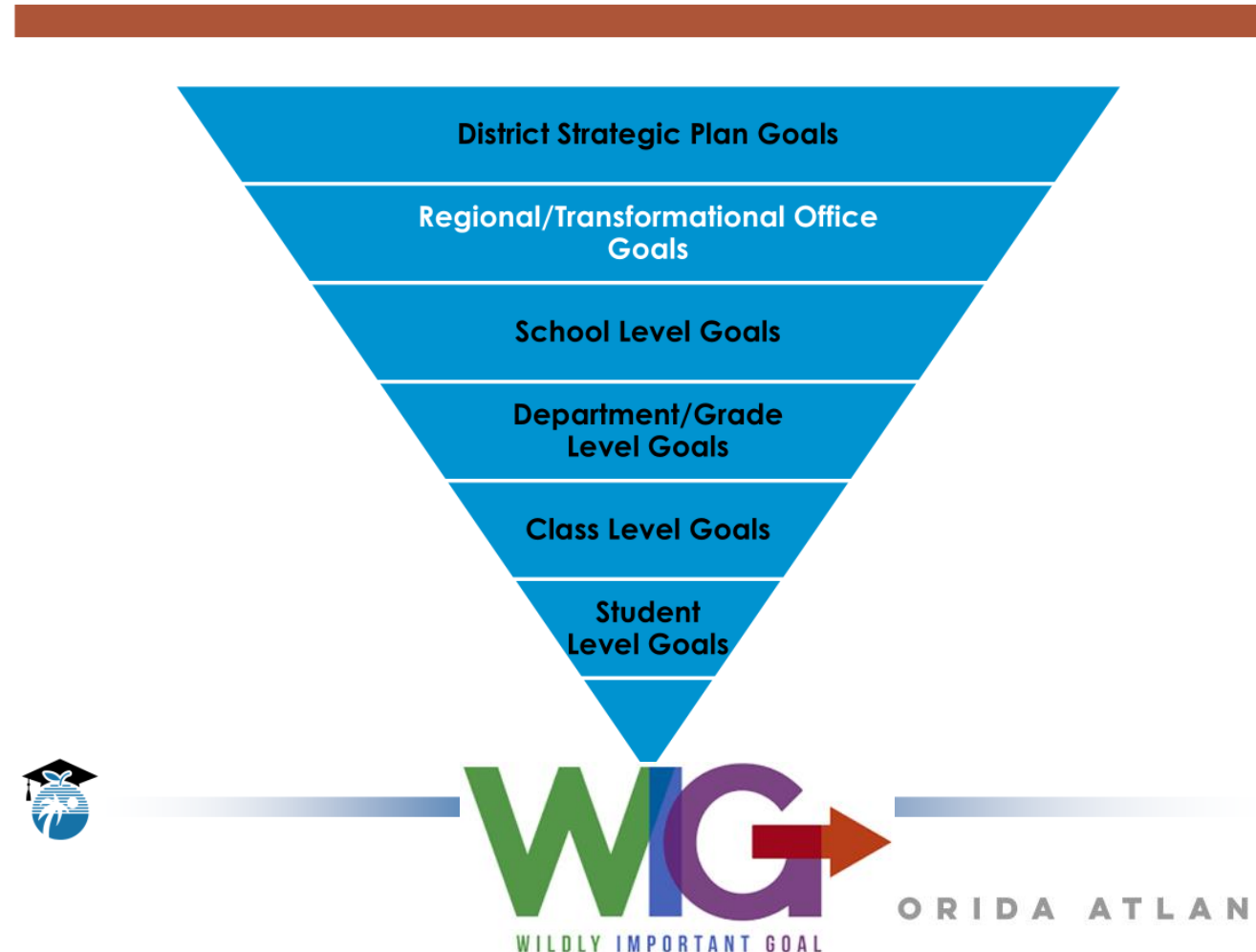
Florida Principal Leadership Standards

Today's Learning

- ❏ Carousel Activity
- ❏ Checking for Understanding
- ❏ Classroom Visits
- ❏ Vision for High Quality Instruction
  - ▪ FELS Standard 2- Vision & Mission
  - ▪ FELS 4- Student Learning & Continuous School Improvement
  - ▪ FELS Standard 7- Building Leadership Expertise
- ❏ Best Practices for Assessment

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Florida Educational Leadership Standards

1	**Professional and Ethical Norms** *Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.*
2	**Vision and Mission** *Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.*
3	**School Operations, Management and Safety** *Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.*
4	**Student Learning and Continuous School Improvement** *Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.*
5	**Learning Environment** *Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.*
6	**Recruitment and Professional Learning** *Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.*
7	**Building Leadership Expertise** *Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.*
8	**Meaningful Parent, Family and Community Engagement** *Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.*

# Florida Principal Leadership Standards

FELS – Standard 4

Standard 4: Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

Assistant Principals:	Principals:
e) Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement and provide coaching to improve student learning.	e) Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide and other applicable assessments as stipulated in Section 1008.22, F.S.
f) Support and openly communicate the need for, process for and outcomes of improvement efforts.	f) Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.
g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

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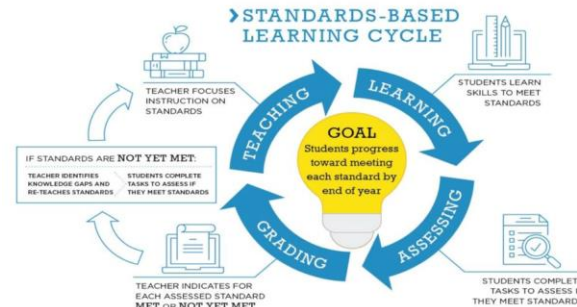
FELS – Standard 4

Directions:
- Highlight/Underline the key topics in the standard
- Highlight/Underline the key components of the descriptors

Note three wonderings:
- What information/data do you need to know?
- Artifacts of successful implementation?
- Barriers/ideas?

READY SET LEARN

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FELS – Standard 4

> STANDARDS-BASED LEARNING CYCLE

TEACHER FOCUSES INSTRUCTION ON STANDARDS

TEACHING

LEARNING — STUDENTS LEARN SKILLS TO MEET STANDARDS

GOAL
Students progress toward meeting each standard by end of year

IF STANDARDS ARE **NOT YET MET:**

TEACHER IDENTIFIES KNOWLEDGE GAPS AND RE-TEACHES STANDARDS — STUDENTS COMPLETE TASKS TO ASSESS IF THEY MEET STANDARDS

GRADING

ASSESSING

STUDENTS COMPLETE TASKS TO ASSESS IF THEY MEET STANDARDS

TEACHER INDICATES FOR EACH ASSESSED STANDARD **MET** OR **NOT YET MET**

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TABLE DISCUSSION - What connections can you make between the Summer Competency Prework and the NEW Florida Educational Leadership Standards?

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Classroom Walkthrough and Feedback

01

WALKTHROUGHS: BEST PRACTICES
What are the look-fors?

Classroom Walkthrough

- Visit 3-4 classrooms (various grade level and/or subject in order to collect look for data) using BCPS protocol

- After visiting each classroom a debrief should occur for the group to come to consensus on the whether each of the looks fors were evident or not evident

- Each group should have a time-keeper and record keeper (5 minutes for visit and 3-5 minutes for debrief)

- The record keeper will share the results of each classroom visit based on the rating of each look for (evident/not evident)

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Walkthrough Debrief

Discuss "Glows" and "Grows"
based on observations

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Classroom Walkthrough and Feedback

Standards-Based Explicit Instruction Walkthrough Essential Questions

Is instruction aligned to grade-level standards?

Is instruction on pace with the Scope and Sequence for the course?

Are student tasks aligned with grade level standards?

Does the teacher check for understanding and provides feedback?

2024-2025 Walkthrough Elements 2.0

Essential Question: Are student tasks aligned with grade level standards?
Look-for(s)
- Students are engaged in content aligned to the appropriate standards and rigor for their subject and grade.
- Students engage in activities that are aligned to the learning goal(s), are well sequenced, and build on each other to move students toward mastery of the grade-level standard(s).
- The lesson focuses on content that advances students toward grade-level standards and expectations. Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.

☐ Evident
☐ Not Evident
☐ N/A

Essential Question: Does the teacher check for understanding and provides feedback?
Look-for(s)
- Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.
- Students have extensive opportunities to express learning through academic writing and/or explanations using academic language, note taking, or presentation).
- Students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.
- Student responses, work and interactions demonstrate that they are on track to achieve stated or implied grade-level aligned learning goals.
- Teacher deliberately poses questions and/or tasks that make students' current understanding (including misconceptions) visible and adapts the lesson to support student understanding.

☐ Evident
☐ Not Evident
☐ N/A

Please note: *The B.E.S.T. Standards are meant to be mastered by the end of the school year for the current grade*

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In Closing…

If YOU WANT TO LEAD
You need to grow,
GOOD LEADERS ARE
ALWAYS
Good learners.

-John C. Maxwell

Session Feedback

FEPLN Convening 2025 Breakout Session 5D Exit Survey