

BetterLesson Spring Learning Series



Principalship: Supporting New and Experienced Principals with Differentiated Solutions

Welcome! Let's chat.



Share in the chat:

Where are you from? What is your current role?

Nice to Meet You!



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Learning Designer

- Award-Winning Author
- Educational Trainer
- Transformational Speaker
- 20 Years of Experience in Educational Leadership
- Designed BetterLesson Principalship Pathway





Agenda

1

Define the role and current reality of K-12 principals.

2

Explore the connections between leadership and student learning.

3

Build understanding of the need for differentiated support for leaders.

Define

Role and Reality of Principals



Principal's Role

“

The role of the principal is “to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities” (Dowd, 2018).

Current reality of leaders



COVID RESOURCES

Supporting School Principals: What Do the Experts Say?

This post first appeared on the [REL West blog](#) and is posted here with permission.

Right now, many school principals are focused on a range of unforeseen tasks prompted by COVID-19. They're coordinating remote learning programs, organizing access to their school sites to distribute supplies and resources, and reaching out to connect with their students and families in new ways. Although these are unprecedented times, principals' importance remains unchanged — as site leaders, they're responsible for supporting high-quality teaching and learning and empowering their students and staff.

Coordinating new
programs and
initiatives

Ensuring health
and safety of staff
and students

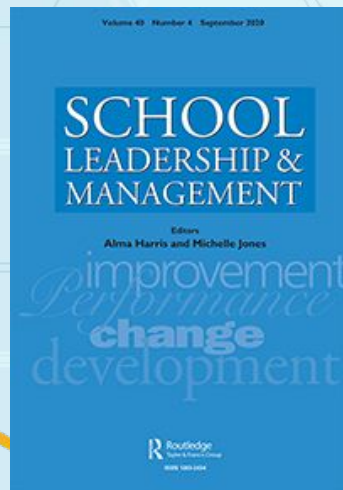
Navigating
changing
protocols

Training and
retaining teachers



What are some of the ways principals might need to be supported based on their current, ever-evolving reality?

7 considerations for Supporting Principals



1. Good leadership requires a clear vision and skills to develop others and build capacity.
2. Professional development for leaders must be relevant for aspiring and practicing school leaders.
3. Self care must be a priority for all school leaders.
4. School leaders must be tech savvy and well-informed.
5. New school leaders must be trained in crisis and change management.
6. Leaders must know how to leverage the expertise and assets of the community.
7. Leaders must know how to connect and network with other leaders and employ a distributed leadership model when possible.

Explore

How do leaders impact student learning?

Why it matters

Leadership is second only to teaching among school-related factors in its impact on student learning (*The Wallace Foundation, 2004*).

The most **effective principals** don't just engage instructionally with teachers, they also foster a productive school climate, facilitate productive collaboration and professional learning communities, and manage personnel and resources strategically (*The Fordham Institute, 2021*).



Top-Tier Principals Spark Big Gains in Student Learning. A New Study Shows How Much



By [Denisa R. Superville](#) — February 16, 2021 ⌚ 7 min read

Education Week

An effective principal can add the equivalent of 2.9 months of math learning and 2.7 months of learning in reading in a single school year.

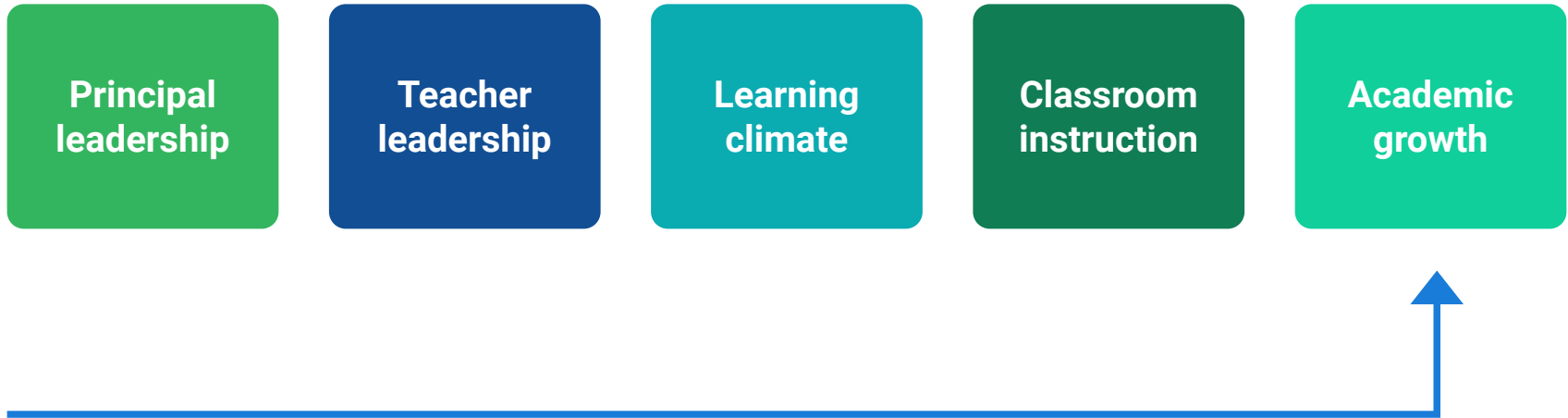
Effective principals essentially impact learning through their leadership skills. They focus on strategies that build a climate conducive to learning, foster collaborative learning communities and manage school resources.

Leadership links to learning



How leadership impacts learning

Research: UChicago Consortium



Build

How does BetterLesson provide differentiated support for school leaders?

What Do Principals Want From Professional Development?



By [Denisa R. Superville](#) — November 19, 2020 | Updated: November 23, 2020 ⌚ 5 min read

- ◆ **Only 25%** of elementary school principals had access to a mentor or coach in the last two years.
- ◆ **Only 10%** of principals in high poverty schools had access to a mentor or coach in the last 2 years.
- ◆ Most principals who had a mentor had that access in their first year.
- ◆ Experienced leaders also benefit from mentorship and coaching.
- ◆ **Principals cite exploring relevant problems of practice, access to mentorship, and collaboration as necessary for success.**

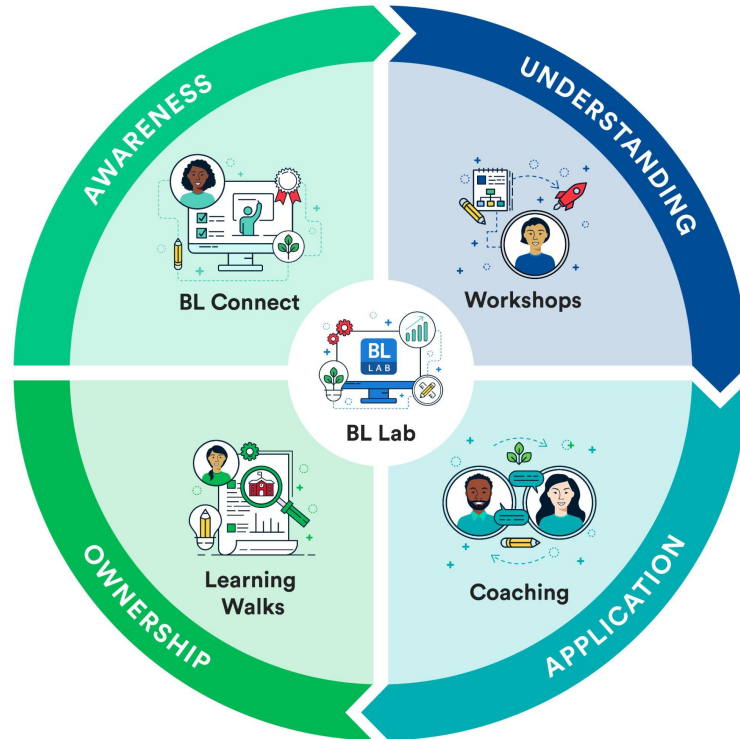


What is one word to describe the type of professional learning you think is most effective for school leaders?



How we build ownership of learning

Create **systemic change** through **personalized pathways**



Flexible layered experiences to create sustained learning



Ownership

Observe and assess the impact of professional learning in the classroom to continue to improve it together through **learning walks**



Application

Personalized, job-embedded **coaching** support to advance and support educator practice at the next level



Understanding

Short, targeted and applicable social learning experiences via **virtual workshops** to learn new concepts and bring new perspectives that unites a team



Awareness

Self-directed courses and high-quality asynchronous resources for all educators, all year to engage in ongoing learning

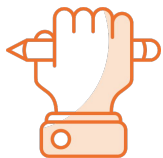
Introducing BetterLesson's Principalship



Principalship

BetterLesson's goal is to provide **differentiated support for building leadership capacity** in early and aspiring principals.

Principalship



Developing a Strengths Based Approach to Leadership

Outcome: I can consistently use strengths-based leadership in my practice and evaluate its effectiveness through ongoing reflection and refinement.



Enriching Professional Learning Communities (PLCs)

Outcome: I can evaluate the effectiveness of PLCs and refine PLC structures within my school.



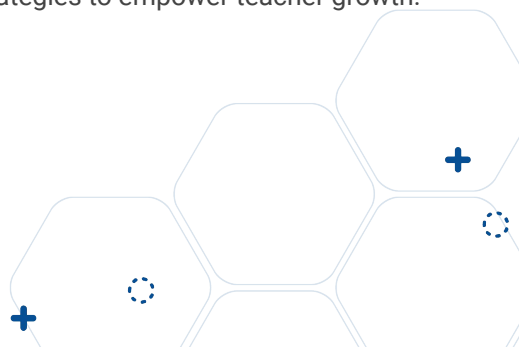
Prioritizing Well-Being

Outcome: I can consistently and independently implement the use of wellness strategies in various contexts as needed to maintain my personal, social, and emotional well-being and guide others in doing the same.



Increasing Educator Capacity

Outcome: I can consistently use growth-centric tools and strategies to empower teacher growth.



Principalship



Equity-Minded Leadership

Outcome: I can consistently use equity as a lens to evaluate programming in my leadership practice, mitigate resistance as needed, and enact strategies to ensure equitable outcomes for stakeholders.



Increasing Trust and Transparency

Outcome: I can consistently leverage trust and transparency to maximize the use of teacher evaluation systems and tools to facilitate educator growth.



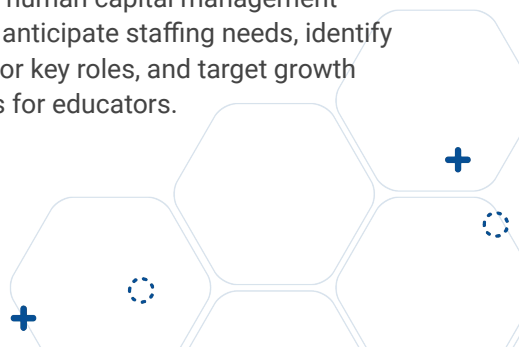
Leading Calibration Conversations

Outcome: I can consistently and strategically use calibration techniques to guide educators in using evidence-based feedback to facilitate self-reflection and growth in practice.



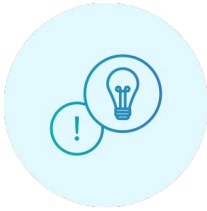
Attracting and Retaining High-Quality Staff

Outcome: I can consistently and strategically use effective human capital management strategies to anticipate staffing needs, identify successors for key roles, and target growth opportunities for educators.



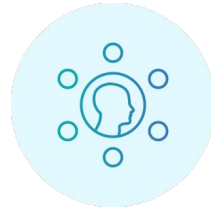
Executive Coaching

We support adaptive leadership development through year-long personalized pathways in which leaders are paired with an executive coach to achieve their unique goals. Leaders may select a pre-existing coaching pathway or customize their supports based on individual need.



Solution-Oriented Leadership

Identify the challenges that impact your capacity to effectively lead and employ solution-focused strategies to improve outcomes.



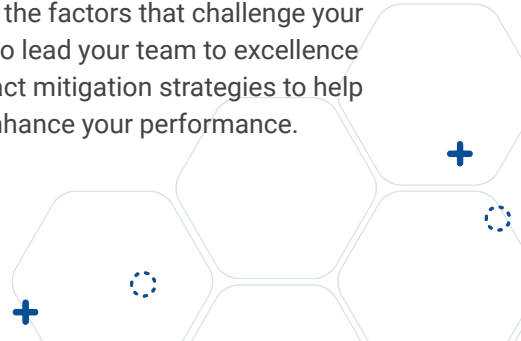
Value-Centric Leadership

Use your personal value system as a lens to influence your leadership and leverage your unique skills to produce positive outcomes within your organization.



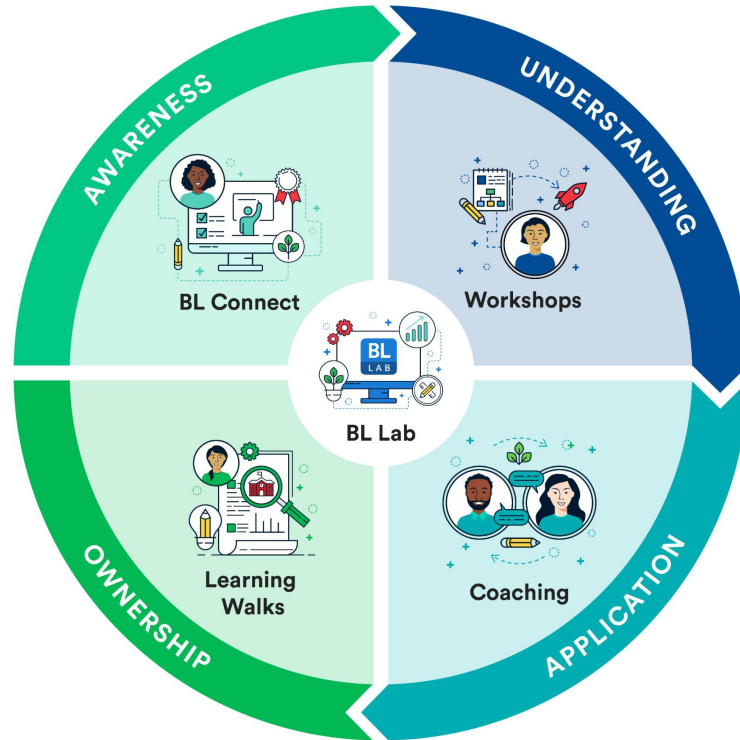
Performance-Focused Leadership

Explore the factors that challenge your ability to lead your team to excellence and enact mitigation strategies to help enhance your performance.



How can BetterLesson support leaders in your district?

Create **systemic change** through **personalized pathways**



Thank you!

