

DISTRICT DECISION GUIDE: PRINCIPAL SUPPORT

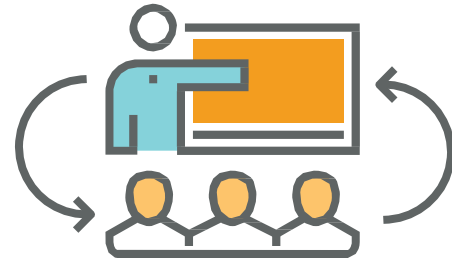
I. KEY PRINCIPAL ACTIONS

As the leaders of instruction in their schools, Principals take on critical work.



SET ACADEMIC IMPROVEMENT GOALS & THE DIRECTION OF THE SCHOOL

- Understand results
- Set school goals
- Guide goal-setting of others



IMPROVE INSTRUCTION

Implement Processes and Structures

- Build a system for school-wide collaboration
- Draw on teacher leaders and mentor teachers to support

Evaluate and Provide Feedback to All Teachers

- Monitor progress toward goals (observations & assessments)
- Reflect on progress (feedback & end of year conversations)

II. PRINCIPAL SUPPORT

Like teachers, the professional development needs of principals are unique to the individual. The Department provides resources and initiatives to help districts identify the right support for principals.

A review of educator and student outcomes will support district leaders to identify principals who are/are not experiencing success and what is needed to help them reach their goals. Focusing on a few questions, like those provided below, guide initial principal support planning conversations.

- Do the student achievement results reflect a principal who is or is not improving from one year to the next?
- What are the principal's school improvement goals (short-term and long-term)?
- Will the principal be successful in meeting their goals if supported in one or more of the following areas?
 - » implementing structures and systems
 - » building a deeper understanding of key areas
 - » recruiting and retaining strong teachers
- Which support initiatives position us to respond to the needs of principals? How will we measure the outcomes of our efforts?

III. PLANNING TIMELINE

The following timeline reflects the Department's efforts to guide districts through the decisions related to principal support. This includes the multiple opportunities and resources available as the planning process unfolds.

MONTH	DISTRICT NEXT STEPS	RESOURCES
February	<ul style="list-style-type: none"> Identify principal needs Explore support initiatives Communicate initial plans to Networks 	<ul style="list-style-type: none"> Principal Support Decision Making Guide (this document) 2017-2018 Initiative Guides <ul style="list-style-type: none"> » Fellowship » TAP/NIET Expansion TAP/BPC Field Trips
March	<ul style="list-style-type: none"> Attend Regional Collaboration Submit TAP New School Application (NIET) Review Educator Workforce and Compass Reports Submit Principal Support Application (March 31) 	<ul style="list-style-type: none"> Principal Support Application Supervisor Collaboration – Office Hours New TAP School Application (NIET) Compass and Workforce Decision Guide
April	<ul style="list-style-type: none"> Review Summit session offerings and identify principals to attend Identify opportunities to adjust district structures and practices (e.g., workforce decisions, principal collaboration, Compass tools and practices) 	<ul style="list-style-type: none"> Principal Support Application Summit Session Description Compass and Workforce Decision Guide
May	<ul style="list-style-type: none"> Confirm plans and funding sources Communicate plans: <ul style="list-style-type: none"> » Principal Support » Compass 	<ul style="list-style-type: none"> Principal Support Application Compass Resources
June	<ul style="list-style-type: none"> Attend Summit Complete registration for Principal Fellowship Schedule TAP/NIET BPC Trainings 	<ul style="list-style-type: none"> Summit Information 2017-2018 Initiative Guides <ul style="list-style-type: none"> » Fellowship » TAP/NIET Expansion

APPENDIX OF RESOURCES

The following reports and resources are provided by the LDOE to support planning conversations. As data is released, Network teams schedule time with districts to identify trends and define principal support efforts.

REPORTS TO ACCESS	DATA TO REVIEW	QUESTIONS TO CONSIDER: PRINCIPAL SUPPORT
<p>District and Principal Profiles</p> <p>(Delivered through District FTP)</p>	<ul style="list-style-type: none"> • School Performance Scores • Student achievement by content area, grade levels, and subgroups 	<ul style="list-style-type: none"> • Where are the greatest areas of growth and/or decline? • Are performance trends consistent or inconsistent across grades? Subjects? Subgroups? • How does the school compare to similar schools? Is growth happening at a rate that is comparable? • Given the results within the profile is the school focused on the right things?
<p>Goal Setting Recommended Targets</p> <p>(Posted here)</p>	<p>For like configuration and letter grade:</p> <ul style="list-style-type: none"> • Average performance • Average growth (Target) 	<ul style="list-style-type: none"> • What goals reflect the identified focus areas? • What targets reflect the growth that needs to happen this year? Do these targets reflect long-term goals?
<p>Compass Report</p> <p>(Available in CIS)</p>	<ul style="list-style-type: none"> • Leader/Teacher Compass ratings (overall, professional practices, and student growth) • Educator impact by content area (e.g., Transitional Student Growth Data) 	<ul style="list-style-type: none"> • What impact are teachers having on student learning? • Are performance trends consistent or inconsistent across grades? Subjects? Teachers? • How does this compare to the district? State?
<p>Work Force Report</p> <p>(Delivered to districts)</p>	<ul style="list-style-type: none"> • Teacher placement by certification, subject area, and school demographics • Teacher performance by certification, subject area, and school demographics 	<ul style="list-style-type: none"> • Which schools need support with recruiting and retaining strong teachers?

AVAILABLE SUPPORT INITIATIVES

The Department makes available [resources](#) that support districts as they work with principals throughout the year. To further support these efforts, the Department has identified a set of initiatives that districts may include in their plans.

SUPPORTS	OVERVIEW	HOW DOES THIS INITIATIVE RESPOND TO THE PRINCIPAL SUPPORT NEEDS IN A DISTRICT?
Principal Fellowship Program	Over the course of a year, leaders from across the state engage in professional learning experiences covering 12 units of study designed to increase knowledge and skills.	<ul style="list-style-type: none"> • Deepens understanding of key topics such as goal setting and strategic planning; instructional practices; and content standards and expectations. • Increase success in implementing structures and systems related to assessment systems, monitoring progress, collaboration and teacher leadership.
The TAP System	TAP is a whole school system of structures and practices that supports the instructional leadership of principals by providing teachers with specific opportunities. Further, the TAP System supports districts and schools with recruiting, developing and retaining strong teachers.	<p>Successful in supporting principals in multiple areas through:</p> <ul style="list-style-type: none"> • Collaborative structures that grow teacher leadership • Job-embedded professional development and follow-up support specific to needs of all educators • Meaningful observation & feedback • Performance-based compensation systems <p>This initiative has been implemented across Louisiana and often in schools where a history of low performance is evident. When implemented with fidelity, documented success in student achievement has been realized. Click here for more information about TAP activities in Louisiana.</p>
NIET Best Practices	<p>Schools and districts can implement one or more of the key elements of TAP to customize support including:</p> <ul style="list-style-type: none"> • Use of the NIET instructional rubrics and evaluation process • Job-embedded professional development focused on: <ul style="list-style-type: none"> » cluster and leadership team meeting structures » steps for effective learning » growing and supporting teacher leaders 	<p>A district might identify that across their district, multiple principals need support in increasing the quality of the structures and processes that drive teacher support and student data analysis. Including the support available through the Best Practices Center would bring together leadership teams to increase specific knowledge and skills.</p> <p>This initiative would also support one or more schools identified as benefiting from the TAP System but when all factors are considered, beginning with one or two best practices is the right first step.</p>