**Recommended Use of Funds**

### Principal Support and Supervision

<table>
<thead>
<tr>
<th>TEA Strategic Priority:</th>
<th>#1—Recruit, Support, and Retain Teachers and Principals</th>
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</thead>
<tbody>
<tr>
<td>Statutorily allowable use of funds:</td>
<td>Title II, Part A—Preparing, Training, Recruiting, High-Quality Teachers, Leaders, Principals, Other School Leaders: Offer high-quality, personalized, evidence-based PD to teachers, instructional leadership teams, principals, or other school leaders; Develop feedback mechanisms to improve school working conditions; Develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals</td>
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**Project Summary**

Research has shown that principals are second only to teachers as the most important school-level factor in student achievement, with nearly a quarter of a school’s total effects being attributed to its leadership. Effective principals not only improve student outcomes, but create working conditions that attract, hire, develop, and retain high-quality teachers at a much higher rate than their less-effective peers. Ensuring there is a highly effective principal on every campus is a critical step in any school improvement plan as well as a district-wide approach to educational equity and excellence for every student. Surprisingly though, principal support and supervision has been a low-priority in both funding and human resource allocation in the past, with less than 5 percent of Title II funds being spent on school leadership. In addition, the role of principal supervisor has long been focused on compliance with wide spans of control, (some principal supervisors have as many as twenty-four principals to supervise) preventing the type of personalized support and coaching needed to ensure principal effectiveness.

Districts can improve the effectiveness of its principals by clearly defining the role and expectations of their principal supervisors to focus their time and energy on supporting and growing principals as instructional leaders. In large districts, reducing the span of control by adding to the number of principal supervisors can increase the time and opportunity for personalized coaching of principals. Regardless of size, securing professional development and support for the re-defined role of principal supervisor and their principals can be accelerated through partnerships with external expertise in the areas of instructional leadership and coaching of principals, thereby building the capacity of districts to better support campus leadership.

In the past, this concept of instructional leadership has often been narrowly understood as supervision and relegated to only observation and evaluation. Under a new vision for instructional leadership, the role of the principal and principal supervisor can include more of an emphasis on continuous improvement with self-reflection and self-developed professional development plans. The recently developed T-TESS and T-PESS tools lend themselves to such approaches and can serve as vehicles to improve leadership practices. Professional development opportunities for principals and their supervisors could also include distributed leadership, cultural competency, equity, and the establishment of supportive learning environments that ensure all students succeed. With individualized approaches to principal support and development under the guidance of principal supervisors focused on fostering such support, districts can strategically deploy their Title IIA funds to better align with TEA’s strategic priority #1 and improve outcomes for all students.

**LEA Financial Commitment (start-up and annual costs)**

Costs for staffing, training and development of principal supervisors and principals will vary according to the unique needs of each district

* When possible, TEA staff has estimated costs by major expenditure categories used in the ESSA Consolidated Application and the Expenditure Reporting (ER) System. Costs, such as locally-determined salaries, benefits, and wages, could not be estimated.
Project Description

Principal Supervisors would ideally oversee 6-8 principals, but these numbers can be adjusted depending on the experience levels and individual needs of the principals and the campuses they serve. The role of the principal supervisor would focus on building the instructional leadership capacity of their principals through 1:1 on-campus coaching as well as professional learning communities among all the principals they supervise. Upwards of 80% of a principal supervisors’ time should be spent with their principals focusing on instructional leadership. These activities can include but are not limited to:

- Modeling best practices for their principals, including coaching teachers through the observation/feedback cycle, meeting with teachers to analyze student work and formative assessment data, and observing and coaching teacher leaders working with their peers.
- Collaboratively tackling challenges in the instructional practice of the campus by analyzing data, assessing strengths and weaknesses, and self-reflecting through root cause analysis.
- Developing and using tools and systems customized for the needs of a campus, including observation protocols, lesson plans, and progress monitoring templates that provoke self-reflection and root cause analysis.
- Brokering support for their principals with other central office personnel, such as human resources to prioritize the hiring of high-quality teachers.
- Buffering principals from interferences that prevent them from focusing their time and energy on instruction.
- Differentiating their approach to meet the individual needs of each of their principals.

Goals and Student Achievement Objectives

A concerted effort to improve the instructional leadership capacity of principal supervisors and principals would expect to see improved student outcomes in areas of proficiency, growth, and self-efficacy. Improvements in these areas would lead to higher graduation rates, along with the number of graduates demonstrating college and career readiness, thus leading to the number enrolling in postsecondary programs and successfully earning postsecondary credentials, particularly for students traditionally underrepresented in higher education.

Expected Outcomes

Effective school leadership is second only to effective teaching as a contributing factor of student achievement. The expected outcomes of principal support and supervision initiatives include significant gains in student outcomes. The list below offers a sample of expected outcomes for initiatives to improve the effectiveness of principal supervisors and principal formatted as SMART goals (the percentage of _________ will increase from X% to Y% by Z):

- Increased percentage of teachers evaluated as highly effective through better coaching and development of teachers from X% to Y% by Z.
- Increased percentage of teachers meeting Student Learning Outcomes (SLOs) from X% to Y% by Z.
- Increase in achievement of students’ academic proficiency and growth on specific STAAR assessments from X% to Y% by Z.
- Increase in teacher retention rates, particularly those teachers rated distinguished or accomplished, from X% to Y% by Z.
- Increase in principal retention rates, particularly those principals rated distinguished or accomplished, from X% to Y% by Z.
- Increased number of students, parents, and staff that say they are satisfied with campus climate (surveys), showing improved working conditions, from X to Y by Z.
Training or Support TEA Offers

The Texas Principal Evaluation and Support System (T-PESS) gives clear guidance for school leadership practices and actions principals should take. In addition, the Texas Teacher Evaluation and Support System on the Teach for Texas site gives a clear bar for instructional excellence and the T-TESS supporting materials offer resources for principals and their supervisors to support the growth and development of teachers.

Through their local Education Service Centers (ESCs), school districts can seek external expertise in the areas of school leadership and principal support and supervision.

Required Activities or Components

ESSA calls for the use of evidence-based activities, strategies, and interventions when designing initiatives (Public Law No. 114-95, 2015)

Program Duration, Timeline, Significant Milestones

Implementation would include the following activities:

- Comprehensive needs assessment around the principal supervisors’ span of control and capacity for coaching principals
- Re-defined job description for the principal supervisor to focus on the growth and development of principals
- Creation of a performance evaluation framework that focuses on the newly defined job description
- Professional development and training of principal supervisors in coaching and development of principals
- Ongoing mechanisms for feedback from principals on the effectiveness of their supervisors in their growth and development
- Self-reflection and root-cause analysis by principal supervisors around their own practice and effectiveness

Staffing Requirements for LEAs

After a comprehensive needs assessment, some larger LEAs may decide to hire added principal supervisors to reduce the span of control and allow for more personalized coaching of their principals. Smaller districts may look for ways to creatively address non-instructional responsibilities of principal supervisors to ensure more time is devoted to the support and growth of principals.

Additional General Information, LEA, Charter, or Other Organizations Need

See Resources below

Resources

- The Center for Educational Leadership
- Honig, Meredith I. and Rainey, Lydia R. “Central Office Leadership in Principal Professional Learning Communities: The Practice Beneath The Policy” Teachers College Record, Volume 116, April 2015
- Leverage Leadership, A Practice Guide to Building Exceptional Schools on the Uncommon Schools web site.
• Marzano *District Leadership That Works* and *School Leadership That Works*.
• New Leaders research and policy findings on effective leadership practices
• Resources from the Relay Graduate School of Education.
• Wallace Foundation’s research into the role of principal supervisors in supporting effective school leadership available here.

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