# Supervisors Training Kit: Building Team Capacity

# Training Session 1

## The Leaderships Standards Rubric and Continuum of Practice with Indicators: Developing Common Language to Describe Leadership Practice

**Orientation**

In this training, you will become acquainted with the leadership standards and the continuum of practice with indicators. First we ask you to draw on your personal beliefs and experiences to describe the skills and knowledge of an effective leader in categories that align to the five/six standards. Next, you will closely read each standard in the rubric and understand how your vision of effective leadership compares to the skills and knowledge described in the rubric. This activity takes 60 minutes.

**Essential Question**

*What are the skills and habits of an effective leader (i.e., principal, department head, etc)?*

**Learning Activity**

Begin by identifying your experiences and background knowledge to the effective leadership conversation. Do not yet refer to the Leadership Standards Rubric. First, generate your responses based on your individual professional experience(s).

* Brainstorm. Use a graphic organizer to guide your thinking about the skills and habits of an effective leader. List your ideas, and take 2 minutes to write down your vision of an effective leader.
* As you write, ask yourself, “What are the skills and knowledge of an effective leader in the five/six different Leadership Standard areas?”

1: Skillful Supervision and Evaluation

2: Using Evidence to Improve Instruction

3: Decision Making/Managing Change

4: Appropriately Allocating Resources

5: Effective Communication

6: Service to Sites

* Share your writing with a partner. What similarities did you have with your partner? If there were differences, what were they? As you discuss with your partner, refine the skills and knowledge listed.

Next, get into groups of 3-5. Each group will take their brainstormed skills and knowledge and do a carousel through each Leadership Standard, Continuum of Practice/Rubric and indicators. In each of the groups, there should be one facilitator/group organizer who stays at the standard and facilitates the discussion. Create a T-chart that looks like this:

|  |  |
| --- | --- |
| **Similarities in this standard to my personal experiences/knowledge** | **Questions/wonders that I have about this standard** |
|  |  |

The facilitator will show the group a large poster of the Standard and indicators, for example, Station 1 the facilitator would have a copy of the Leadership Standards, Continuum of Practice/Rubric and Indicators.

First it is important to get participants to explore your personal beliefs about leader practice. Second, become familiar with the proficient indicator language in each leadership standard and calibrate the practice described with the skills and knowledge.

Each small group begins at one of the standards and take 5 minutes for each standard. Groups should do the following:

* Go to one leadership standard
* Read the proficient indicators in the standard
* The facilitator asks, “Where do you see links between the skills and knowledge of an effective leader and the standard that you just read? Note on the chart paper:

|  |  |
| --- | --- |
| **Similarities in this standard to my personal experiences/knowledge** | **Questions/wonders that I have about this standard** |
|  |  |

* At the signal, move to the next leadership standard.
* As you move from standard to standard, follow the same protocol. Make sure that you build on the similarities and questions for each standard from what others have written before you.

**Debrief**

* In which indicators did you find most similarities? Why?
* In which dimensions did you find the most differences? Why?
* How do the differences challenge your thinking about leadership?

# Training Session Two:

## Setting A SMART Goal + Strategic Planning

**Orientation**

The leadership standards, continuum of practice, and the 360° rubric should be used as developmental tools to help leaders (principals, department heads, etc) identify priority areas for their own professional growth. The rubric is a resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have shared language to describe what improved practice would be. This module takes 60 minutes.

**Essential Question**

How can a leader’s SMART goals help my school/department meet our student achievement targets/department targets? [Link to SMART Goal video in iAchieve](https://sp2013.fresnounified.org/sites/video/iACHIEVE/Forms/Video/videoplayerpage.aspx?ID=33&FolderCTID=0x0120D520A80800B8D67266AC43464FA07B19B2A9A25C4D&List=2c8e0a34-9c34-4067-baec-7e73b6cdf802&RootFolder=%2Fsites%2Fvideo%2FiACHIEVE%2FProfessional%20Learning%20Plan%20Overview%2FAdditional%20Content&RecSrc=%2Fsites%2Fvideo%2FiACHIEVE%2FProfessional%20Learning%20Plan%20Overview) <http://www.fresnounified.org/dept/hr/learning/Webpages/common.aspx> (Link to Goal Setting PowerPoint)

**Learning Activity**

This learning activity is designed to occur after analyzing all available data and reviewing the District’s mission and goals. The strategic planning is designed to provide scaffolded support to explicitly connect the leader’s goals to impact on the student achievement targets or department’s targets. This session is led by the leader and supervisor or a small group of leaders together. It may be useful to present a model of a completed strategic plan to demonstrate the degree of detail required. Finally, the plan developed by the leader will be used as an artifact in an initial evaluation planning meeting between the leader and the supervisor.

* At the end of this session, leaders will have one goal strategically planned for the next three months. To do that they will accomplish the following:
  + Goals should be written in SMART format—there is a timeline and a logical sequence of actions
  + Data-based school and/or department priorities demonstrate specific and aligned action(s) toward goals
  + Goals are clearly aligned to school and/or department and District mission and goals
  + A system is in place to track predictive indicators and alignment indicators used to demonstrate improvement in priority areas
  + There are clear benchmark dates and actions to monitor progress between when the goal is set, the mid-year review conference, and the end of the year conference
* The Strategic planning provides a thinking guide to develop a robust strategy for moving aggressively toward meeting student learning targets/department targets
* What you develop today will become your model; apply this model to the rest of your goals
* Use the strategic plan as a working document that guides your daily work
* Have the leaders in the group identify one practice goal and write it down in SMART format

Each leader should have a data-informed goal to share at the meeting. The supervisor may take time to read each goal individually or participants can read goal statements with partners and revise based on partner feedback.

Next, take 2-5 minutes to jot down how the practice goal will likely lead to progress toward increased student achievement. Making this explicit connection is posing a theory of action.   
  
Each leader will be able to develop a clear line between the practice goal and the impact on student achievement/department targets.

* Have pairs read the articulated theory of action. Encourage partners to push each other on the connection of the practice goal to the impact on student achievement. Take 10 minutes for partners to work together to read theories of action and refine goals based on in-depth discussions. The evaluator monitors conversations, supporting thinking as needed.
* Now the leaders need to clearly articulate the action steps necessary to move toward that goal between now and the next time the principal and evaluator meet. The goal here is not to have action steps for the whole year, but to have short term, bite-size steps that are achievable in the next three to four weeks. Share action steps with partner; add or refine action steps based on partner feedback. Take 10 minutes to complete this section.
* Finally, leaders identify what outcomes or evidence they expect to track and collect over the four-week period. This evidence will be examined and discussed at the next evaluator/evaluatee check in meeting. During the discussion, leader and supervisor work together to determine the quality of the evidence as measuring progress. It is essential to use the strategic plan in this step as a way to have meaningful reflective conversations about moving toward practice goals.

\*[Electronic link to pre-conference and goal setting videos in iAchieve](https://sp2013.fresnounified.org/sites/video/iACHIEVE/Forms/Thumbnails.aspx)

Leaders, take this well-articulated goal with action steps and evidence of moving toward the goals, as a model. Between now and the next time you meet with your evaluator, it is essential that the following two actions are accomplished:

1. Carry out the action steps in the strategic plan, collecting and evaluating evidence of outcomes along the way. The evidence should be brought to the next evaluator/principal meeting for discussion.
2. Set one or two more focused practice goals in the priority areas. Use the strategic plan developed today as a model for the subsequent goals.

**Debrief**

* How is this action planning process different from what you have done in the past?
* What connections can you make between practice goals and your school wide student achievement targets/department targets?

**Final Thoughts**

* It is important to explicitly connect the individual’s leadership practice goals to the impact on the student achievement targets and department targets.

# Training Session Three:

## Leadership Standards: Identifying Evidence

**Orientation**

It is important for supervisors and leaders to gather a preponderance of evidence to make fair and accurate judgments and ratings about practice. The Leadership Evaluation Rubric has examples that illustrate the processes and structures evaluators might expect to observe when supervising an individual who demonstrates proficient practice within a specific leadership standard. In this session, you will review examples of evidence and generate additional examples from your own context. This activity takes 60 minutes.

**Essential Question**

*What is evidence and how do we use it meaningfully?*

**Learning Activity**

In this activity, evaluators review the examples of evidence in the Leadership Evaluation Rubric and brainstorm additional types of evidence they would look for the four evidence categories: direct observation, indirect observation, artifacts, and school data to determine leader effectiveness. After some time brainstorming, individuals will share with the group.

Use a case study to identify evidence and map it to the Leadership Continuum of Practice/ Rubric.

* You will need: Leadership Standards and Continuum of Practice/Rubric.
* Directions: Review examples of evidence in the Leadership Continuum of Practice/Rubric, and in pairs, augment the examples of evidence using the four evidence categories. When you are finished, be prepared to share with the whole group.

**Debrief**

* Looking at the list of evidence you have generated, what do you think the best ways are to use it meaningfully for growth and accountability?

**Final Thoughts**

* Once we use common language to describe what evidence has been collected, then we can analyze the evidence—looking for patterns within and across the evidence collected—should follow logically.
* It’s important to consider how to connect the evidence collected to teaching and learning patterns, and how leadership actions are connected to these outcomes.
* Note that evidence collection comes in different forms. It can be notes from an observation, indirect observation, artifacts, student data, etc. We recommend multiple data points to build a robust picture of a leader’s practice.

# Training Session Four:

## Direct Observation of Leadership Practice

Leadership practice in relation to Leadership Standards is measured through observation and evidence collection of a leader’s leadership by the evaluator. Evidence of leadership practices should be gathered through a variety of methods, such as direct observation of practice, indirect observation of practice, artifacts, and school/department data.

**Orientation**

In this training, you will look more closely at direct observation of leader practice, which occurs when the evaluator is physically present in the school or venue where the leader is present and leading. These observations include but are not limited to leadership team meetings/ACs, leaders observing employees practice, or leader to employee feedback conversations.

For the purposes of practice, utilize a video or informal team site walks with artifacts to calibrate teams before a leader may be observed live. Remember when carrying out an observation in a real school/department, there are four steps—preparation, scheduling, observation, and follow-up. For this observation practice, it is important to consider the following when using video with a team of evaluators:

* Use a video/tools/artifacts/site or department walks for a common observation experience with participants. There are some good, free resources available to use for observation practice.
* Set the stage for the video/ site or department walks so that observers do not get distracted by details.
* Use the observation tools for note-taking. Model or show your own notes from the video/walk so that evaluator trainees get a sense of observation “grain size.”
* Have a focus in the observation and have the participants read that section of the continuum or practice/rubric before the observation.
* Require that participants deliberate on the evidence collected until they agree on what they collectively observed. The reflective conversation, calibrating evidence, brings rigor to the activity, deepens learning.

**Essential Questions**

*Leader observations – are they important?*

*When preparing for a school/department site visit, what are key considerations for success?*

**Learning activity**

Pre-read Leadership Standards and the Continuum of Practice/Rubric. Review PowerPoint on Supervision and Evaluation, Modules I and II (insert link), watch sample goal setting pre and post conferences for classified and/or certificated, and finally, review the talking points for engaging in goal setting conferences that support goal setting that is self-reflective and involves analyzing feedback from others.

**Debrief**

* How does direct observation of leadership practice strengthen the evaluation process?

**Final thoughts**

* Direct observation is an important part of leadership evaluation.
* For high quality school/department site visits, be sure to follow the four step process: Prepare, schedule, observe, and follow up.
* Observing a leader’s practice is not the same as observing a leader/employee.
* Direct observation is one of several ways to collect evidence of a leader’s practice.
* First collect evidence, and then determine the level of performance.
* After any observation, provide actionable feedback to the leader in a timely manner.

# Training Session Five:

## Leadership: Providing Actionable Feedback

We encourage evaluators to prioritize the evaluation process by spending more time in schools/departments conducting high-quality observations of practice and providing actionable feedback to leaders. This will enable deep, professional conversations between the evaluator and the evaluatee, and it will ensure the evaluation process does not devolve into a compliance-driven process.

**Orientation**

Providing clear and specific feedback is one of the most powerful tools to support the practice of a school/department leader. Feedback helps to establish performance expectations and ensures that performance is grounded in the Leadership Standards. The leadership evaluation process creates the conditions conducive to provide meaningful feedback to principals *systematically.* For feedback to be meaningful, it must be focused, clear, and actionable. This module takes approximately 45 minutes.

**Essential Questions**

*What is data-based feedback?*

*How does feedback support growth and reflection?*

In this module, we will explore features of meaningful feedback and how to make it central to the principal evaluation practice. For feedback to be meaningful, it must be:

1. Timely
2. Specific
3. Actionable
4. Continuous throughout the year

This training helps leaders and supervisors develop skills for providing feedback to others about their growth viewed in com­parison to the rubric.

We will use a 3-step approach to feedback:

1. Make a clarifying statement
2. Express the value in statements or questions
3. Provide questions or possibility statements

In this module we will go through each step, providing examples. We will engage this protocol using a role play.

**Learning Activity**

Participants will watch a video of a leader engaging in a feedback conversation. You will work in pairs, “A partner” and “B partner,” and will take notes on the observation. The video observation provides the opportunity for leaders to engage in purposeful and meaningful dialogue with other leader evaluators—map notes to the rubric and develop feedback to share in a role-play.

Together, the partners will use a feedback protocol to plan, script, and provide feedback to a leader using role play. Each partner will have a chance to be a leader and a supervisor. The purpose of your observation today is to support the leader that you supervise to improve his/her practice. You are specifically looking at how the leader presents in a staff meeting. Use the Rubric to guide your language with your feedback.

Feedback Protocol for Role Play

**1. Ask clarifying questions**

“How did you see this different from…?”

“How did the employee respond to…?”

**2. Express the value potential specifically**

“The strength of this idea is…”

“I see evidence of…

“I see evidence of… to how

**3. Offer reflective questions or possibilities**

“What are you considering in regard to…?”

“What if…?”

“What connections have you made to…?”

**Debrief**

* What can you take away from the feedback process to apply to your evaluation practice?

**Final thoughts**

* Feedback is a key lever for effective leadership evaluation. Well planned, clear feedback models the feedback expected between principals and teachers during supervision and evaluation. Making feedback a priority sends a message that the work of the leader is important and that your intention is to support success.
* Feedback must be delivered in a timely manner and in a format that is understandable and clear to the person for whom it is designed to support.
* Feedback can be collaborative: engage those you supervise in problem solving in areas where you would like to see individual or team improvement. Feedback should be focused on communicating progress toward goals. Providing feedback can help principals and all employees engage more deeply in their practice and improve their understanding regard­ing how to construct pathways to improvement.

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