**Implement a Strategic Coaching and Feedback Model for Leaders**

**Step 1:** Define the role of the Principal Supervisor

**Step 2:** Prioritize principal supervisors’ time in school to focus on instructional leadership

**Step 3:** Invest in tools that allow for quick and easy feedback aligned to leadership framework

**Step 4:** Train leaders on using tools and providing high-quality feedback

***What is the goal?***

The goal of a strategic coaching and feedback model is to shift the conversation between leaders and their supervisors from one that is evaluative and/or punitive to one that provides actionable and growth-oriented feedback, all in an effort to accelerate leader effectiveness.

***Why is it important?***

District data tells us that on average principals receive higher ratings for “easier” principal duties and lower ratings for duties that can have a stronger impact:

* Higher scores are shown for domains such as self-practices, community resources, and environment
* Lower scores are shown for domains such as diversity, progress monitoring, differentiated professional learning, and evaluation
* TEAM practice ratings cluster around the district average of 3.56, showing little variation
* The refinement areas identified for principals do not necessarily align to areas of greatest need

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| Steps | Guiding Questions | Resources |
| 1. Define the role of the Principal Supervisor | * What are the highest impact actions for principal supervisors? * What professional learning will support principal supervisor effectiveness? * What is *not* part of a principal supervisor’s job? | Council of Great City Schools [*Trends in Principal Supervisor Leadership and Support*](https://www.wallacefoundation.org/knowledge-center/Documents/TRENDS-IN-PRINCIPAL-SUPERVISOR-LEADERSHIP-AND-SUPPORT.pdf)  Wallace Foundation’s [*“A New Role Emerges for Principal Supervisors”*](https://www.wallacefoundation.org/knowledge-center/Documents/A%20New%20Role%20Emerges%20for%20Principal%20Supervisors-Executive%20Sumary.pdf) |
| 1. Prioritize principal supervisors’ time in schools to focus on instructional leadership | * What is limiting principal supervisors from being in schools more frequently? * What additional district supports can be put in place to increase principal supervisors’ time in schools? | Wallace Foundation’s [*Changing the Principal Supervisor Role to Better Support Principals*](https://www.wallacefoundation.org/knowledge-center/Documents/Changing-the-Principal-Supervisor-Role.pdf) |
| 1. Invest in tools that allow for quick and easy feedback aligned to leadership framework | * What tools currently exist to support growth conversations in MNPS? * How can existing tools be better aligned to the Leadership Framework? * What inefficiencies exist in our feedback processes? * What other tools from other districts and could be adapted to meet the needs of MNPS leaders? | MNPS Leadership Framework look-fors  [Principal Leadership Evidence Gathering Tool – Minnesota Principal Supervisors](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE058784&RevisionSelectionMethod=latestReleased&Rendition=primary)  NYC Leadership Academy’s [*Taking Charge of Principal Support*](https://www.nycleadershipacademy.org/wp-content/uploads/2018/06/coaching-guide.pdf)  [New Leaders Principal Supervisor Network Redesign](https://www.newleaders.org/rp-principal-supervisor) |
| 1. Train leaders on using tools and providing high-quality feedback | * What does high-quality feedback look like? * What is the current capacity of principal supervisors to provide high-quality feedback? * What systems can we put in place to regularly assess the quality of feedback provided? | Wallace Foundation’s [*The Power of Principal Supervisor*s](https://www.wallacefoundation.org/knowledge-center/Documents/The-Power-of-Principal-Supervisors.pdf) |

**Things to Consider:**

The *Leadership Data System*, *Succession Planning*, and *Early Career Support* strategies will support and strengthen the implementation of this strategy. Find the one-pagers for these strategies on the [Explore](https://nashvillepef.org/principal-quality-explore/) page.

Increasing the capacity of principal supervisors to be present in schools is key to the success of this initiative. Potential solutions for increasing capacity to be in schools include reducing the number of schools supervised and creating support hubs for principal supervisors to refer non-instructional support needs.

**Metrics of Success:**

1. Increase in administrator TEAM practice ratings
2. Increase in Panorama teacher ratings of principal
3. Increase in principal tenure in a single school