

PRINCIPAL SUPERVISOR INSTRUCTIONAL LEADERSHIP DESCRIPTORS	EXAMPLES FOR PRINCIPAL SUPERVISOR	Notes for SAM and Principal Supervisor
<p>Student Supervision: principal supervisor assists while a teacher or administrator is teaching students.</p>	<ul style="list-style-type: none"> • using proximity to redirect student(s) • verbally redirecting a student so he/she pays attention—engages in the manner the teacher expects • provides a pencil for a student, materials, etc. 	<p>Student Supervision also allows the principal supervisor to better understand what is happening in a school. It allows the principal supervisor to both observe and assist.</p>
<p>Work with Student(s): principal supervisor teaches student(s) or engages in conversation about content</p>	<ul style="list-style-type: none"> • teaching an individual or a group of students without a teacher present • talking with an individual or group of students while their teacher is present • assisting the teacher by engaging students in a conversation about content • correcting or improving student knowledge or performance 	<p>Work With Students can also be used to help the principal supervisor to understand what is happening in a school. Some SAMs schedule their principal supervisor to work with a specific principal who is having difficulty observing teachers and can assist the student(s) while seeing how the principal observes the teacher.</p>
<p>Feedback: Directive: principal supervisor gives direction concerning instructional practice to an individual principal or instructional coach. (directive feedback)</p>	<ul style="list-style-type: none"> • principal supervisor tells principal to make teachers aware of agreed upon “look-fors” during walkthroughs • principal supervisor tells principal to have every teacher utilize a word wall daily • principal supervisor tells principal to use a rubric to assess grade level data meetings 	<p>Feedback: Directive is instructional practice direction. SAMs sometimes schedule principal supervisors Directive Feedback sessions when it is not clear to the principal what is expected.</p>
<p>Office work/prep: principal supervisor is individually doing work in or out of the office tied to curriculum, instruction and/or assessment that is preparatory in nature</p>	<ul style="list-style-type: none"> • principal supervisor is reviewing school/district performance data or SLOs • principal supervisor is preparing instructional feedback, evaluations, etc. • principal supervisor is preparing for an instructionally focused meeting 	<p>Some SAMs make a point of scheduling instructional office work/prep time for their principal supervisor prior to an employee supervision or feedback session.</p>

<p>Walkthrough: principal supervisor informally observes the principal work in the school in classrooms and other instructional settings—usually less than fifteen minutes in any one room</p>	<ul style="list-style-type: none"> • principal supervisor observing teachers with the principal and/or others, taking data or notes • monitoring climate in instructional places • can be an informal way for a principal supervisor to understand what is happening in a school in order to assist a principal 	<p>Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal supervisor will stay in the classroom.</p>
<p>Observation: principal supervisor schedules time to specifically observe the principal work.</p>	<ul style="list-style-type: none"> • principal supervisor observing administrator conducting faculty meetings, common planning time, data meetings • monitoring climate in instructional places • can be part of a formal evaluation process with specific time requirements • can be an informal way for a principal supervisor to understand what is happening in a school/department in order to assist an administrator 	<p>Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal supervisor will stay in the classroom.</p>
<p>Feedback: Non-Directive: principal supervisor is conversing with an individual principal, supervisor, or instructional coach in a non-directive manner</p>	<ul style="list-style-type: none"> • conversation with the principal about the level of functioning of PLC meeting where the principal supervisor is non-directive • debrief following classroom walkthroughs probing for common perceptions and common understanding about what happened that was important 	<p>SAMs makes sure that the principal supervisor couples walkthrough and observations with the three kinds of feedback: directive, non-directive and celebratory.</p>
<p>Parents/guardians: any interaction the principal supervisor has with parents or guardians about instructional practice, student achievement, curriculum and/or assessment</p>	<ul style="list-style-type: none"> • conversation with parent or guardian regarding instruction • conversation with parent or guardian concerning a student grade, test, progress, or school choice 	<p>SAMs sometimes schedule principal supervisors to meet with individual parents about student progress as a way to increase engagement.</p>

<p>Decision making committees, groups, meetings: principal supervisor participates with formal or informal instruction/ curriculum/assessment decision making groups (anytime the principal supervisor is seeking input about decisions that impact instruction)</p>	<ul style="list-style-type: none"> • instructional discussions (CIA) with a group— principal meeting, district advisory committee, superintendent, etc. • planning meeting for new school programs • screening external instructional providers for after school programs • interviewing school/district administrator candidates 	<p>Some SAMs will schedule the principal supervisor to meet in focus group sessions with diverse members of a school community or central office to discuss instructional issues in order to give the principal supervisor a greater degree of understanding.</p>
<p>District: meetings, supervisor, others: any time the principal supervisor spends with the superintendent, Board Members, and others at a district level on instructional issues.</p>	<ul style="list-style-type: none"> • superintendent calls principal supervisor to discuss assessment results • Board meeting • Executive cabinet work session • curriculum think tank meeting 	
<p>External: officials, others: anyone from outside the school or district that engages in the principal supervisor with instructional (CIA) issues</p>	<ul style="list-style-type: none"> • principal supervisor works with university staff to develop a mentoring program/course work for aspiring leaders • principal supervisor talks with advocacy group about assessment results • principal supervisor meets with state education officials 	
<p>Modeling/teaching: principal supervisor engages in teaching practices in their one-on-one work with a principal around instructional (CIA) issues</p>	<ul style="list-style-type: none"> • principal supervisor is coaching the principal by modeling an instructional leadership practice or technique • principal supervisor is role-playing a post-teacher observation feedback session with the principal • principal supervisor is modeling how to respond to instructional issues raised by parents/community 	<p>Some principal supervisors will have multiple administrators attend a modeling/teaching session.</p>

<p>Professional development: principal supervisor delivers professional development or participates in a professional development session</p>	<ul style="list-style-type: none"> • principal supervisor presents on instructional leadership, curriculum, assessment, or use of data • principal supervisor attends a session on instructional leadership, curriculum, assessment, or use of data 	<p>Many SAMs encourage their principal supervisor to attend professional development sessions and then schedule the principal supervisor for focused walkthroughs and feedback sessions to support principals success.</p>
<p>Planning, curriculum, assessment: principal supervisor attends and/or participates in a group session of principals, teachers and/or others</p>	<ul style="list-style-type: none"> • principal supervisor meets and or participates with a group focusing on curriculum, instruction or assessment • principal supervisor gives feedback or employee supervision to a group 	
<p>Feedback: Celebration: principal supervisor gives celebratory feedback to an individual about curriculum, instruction, or assessment</p>	<ul style="list-style-type: none"> • principal supervisor congratulates a principal/supervisor on school/department improvement or performance • principal supervisor congratulates a principal and/or staff for schools academic progress or success • principal supervisor congratulates parent success in engaging child/student • principal supervisor congratulates support staff and/or others for CIA success 	<p>Many SAMs will ask a principal supervisor to identify at least one person he/she was impressed with after a walkthrough. The SAM then schedules the principal supervisor for a Celebration meeting with the person identified.</p>

<u>MANAGEMENT DESCRIPTORS</u>	<u>EXAMPLES</u>	<u>Notes for SAM and Principal supervisor</u>
<p>General Management: principal supervisor is doing management work where curriculum, instruction and assessment are absent.</p>	<ul style="list-style-type: none"> • completing payroll forms, signing field trip approvals • approving and working on school budgets 	<p>TimeTrack is designed for the SAM and principal supervisor to focus on increasing instructional time. Many SAMs use the General Management descriptor as a time saver rather than identifying the specific management work.</p>
<p>Student Supervision: during a school visit principal supervisor assists in monitoring and guiding students for safety and rule observance</p>	<ul style="list-style-type: none"> • hallway monitoring • recess, bus and cafeteria duty • discussions with students about behavior without consequence 	<p>Student Supervision also allows the principal supervisor to get to know students.</p>
<p>Student Discipline: during a school visit or formal hearing principal supervisor engages students about behavior problems or transgressions—includes consequences</p>	<ul style="list-style-type: none"> • principal supervisor dealing with student discipline referrals • giving a student a consequence for misbehavior • correcting student behavior and applying or implying a consequence 	
<p>Employee Supervision: principal supervisor gives direction concerning a non-instructional issue—also includes conversations with staff about non-school issues</p>	<ul style="list-style-type: none"> • principal supervisor tells secretary to call a principal • principal supervisor tells a supervisor to arrange for meeting logistics • principal supervisor talks about a sports team with a staff member 	
<p>Employee Discipline: principal supervisor gives an oral or written warning or takes other punitive action</p>	<ul style="list-style-type: none"> • principal supervisor gives a staff member an oral warning about consistent tardiness • principal supervisor gives an aide a written reprimand about not following a safety procedure 	

<p>Office work/prep: principal supervisor is individually doing any work in or out of the office not tied to instruction and/or assessment that is preparatory in nature</p>	<ul style="list-style-type: none"> • principal supervisor is reviewing transportation schedules • principal supervisor is working on state/district reports • principal supervisor is planning logistics for a principal meeting 	<p>As the principal supervisor increases instructional time, some SAMs make a point to schedule a daily office briefing session with the principal supervisor so he/she is current and the support staff in doing management work the way the principal supervisor desires</p>
<p>Building Management: work the principal supervisor does related to custodial and maintenance in the school</p>	<ul style="list-style-type: none"> • principal supervisor is approving after-hour building usage • principal supervisor consults with maintenance person about budget request 	
<p>Parents/Guardians: any interaction the principal supervisor has with an parent or guardian devoid of CIA</p>	<ul style="list-style-type: none"> • principal supervisor talking with parent about bus issue • principal supervisor working with parents on playground project 	
<p>Decisions making committees, meetings: principal supervisor participates with formal or informal decision making groups about anything that is not curriculum, instruction or assessment</p>	<ul style="list-style-type: none"> • conversation with principal advisory group about changing early/late school start time • meeting with community regarding closing schools for next year • informal focus group on district vending machine policy 	
<p>District: meetings, supervisor, others: any time the principal supervisor spends with supervisors and others at a district level about management, non-CIA issues</p>	<ul style="list-style-type: none"> • superintendent calls principal supervisor to discuss vandalism report at a school • district buildings and grounds director calls to schedule fire alarm upgrade 	
<p>External: officials, others: anyone from outside the school or district that engages in the principal supervisor about management issues, non-instructional</p>	<ul style="list-style-type: none"> • principal supervisor works with consultants for developing meeting protocols • principal supervisor talks with other administrators about PBIS training for staff 	
<p>Celebration: principal supervisor gives celebratory feedback to an individual about personal, management or non-instructional issues</p>	<ul style="list-style-type: none"> • principal supervisor congratulates a principal on wife's promotion at IBM • principal supervisor congratulates a student for scoring a touchdown • principal supervisor congratulates parent 	<p>Many SAMs will remind the principal supervisor of important life events for staff members so he/she can be supportive and build better relationships.</p>