



Arizona Principal Supervisor Professional Standards



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Arizona Principal Supervisor Professional Standards

Introduction

The Arizona Principal Supervisor Professional Standards and the accompanying document are intended to provide Arizona Local Education Agencies (LEAs) with guidance in establishing the role and responsibilities of a principal supervisor, as well as guidance in their development and professional learning.

The standards are written in ideal language meant to provide a target. It is expected that the interpretation and enactment of these standards will vary to accommodate the needs and capacity of each school system. The standards are meant to work in alignment with other educator development guidance provided by the state including teacher induction standards and instructional leader and professional administrative standards.

Standard 1: *Principal Supervisors dedicate their time to helping principals grow as instructional leaders.*

Standard 2: *Principal Supervisors coach, support, and engage individual principals in effective professional learning strategies to help them grow as instructional leaders.*

Standard 3: *Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the learning needs of all students.*

Standard 4: *Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow in all aspects of school leadership.*

Standard 5: *Principal Supervisors advocate for and inform the coherence of organizational vision, policies, and strategies to support schools and student learning.*

Standard 6: *Principal Supervisors assist the district in ensuring the community of schools with which they engage have access to resources necessary for the success of each student.*

Standard 7: *Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.*

Standard 8: *Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high quality educational programs and opportunities across the district.*

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Why Model Professional Standards?

Principal supervisors have the potential to be an essential support to principals as they manage the many demands required of them. In districts throughout Arizona, principals are at the forefront of implementing new content, college- and career-ready standards, student assessments, and teacher evaluation systems. With the right training and support, principal supervisors can assess and evaluate principals' current leadership practices and help them grow as instructional leaders and identify professional learning opportunities that lead to improvements in the quality of teaching, learning, and achievement. Moreover, principal supervisors can ensure that principals' work and vision align with school system goals, and that central office leadership, processes, and policies effectively support school-level leaders, educators, building management, and student success.

Defining the Role of the Principal Supervisor

School-level responsibilities and expectations underscore the need for a clear and practical definition of what a principal supervisor should know and be able to do to improve the effectiveness of the school leaders with whom they work. Arizona's principals oversee schools in many contexts. Principals work in traditional public, charter, and private schools; they work in rural, urban, and suburban communities; and they work in schools that serve different age groups and are vastly different sizes. Because of the complexity of school systems in Arizona, supporting Arizona's principals may be done in different ways. Therefore, defining principal supervision becomes especially important.

To define the role, the Wallace Foundation explains that principal supervisor responsibilities consist of many activities, but core among them is to act as a coach who helps develop leadership capacity by advancing principals' ability to analyze data, provide feedback to staff, create learning communities, and improve instruction and overall school well-being.

Principal Supervisor Standards for Arizona

The Arizona Principal Supervisor Professional Standards stem from national standards developed by the Council of Chief State School Officers in 2015. Like the original source, the Arizona Principal Supervisor Professional **Standards** follow a format in which model benchmarks are presented as eight defined Standards that clarify the extent and expectations of principal supervisor leadership. Accompanying each standard are **Dispositions** that define the inherent qualities and characteristics of a principal supervisor. Each standard is accompanied by a list of key dispositions a principal supervisor would employ when exhibiting the respective standard. **Action** items are included to illustrate the role of a principal supervisor and depict the standard and corresponding dispositions.

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Dispositions

Principal supervisors demonstrate several attributes as they manage responsibilities, and they draw on fundamental dispositions to conduct the tasks that bring about improvement and success for the principals and schools under their charge. To achieve the model standards established here, supervisors and principals must exhibit the following qualities:

- Growth-oriented
- Collaborative
- Innovative
- Analytical
- Ethical
- Perseverant
- Reflective
- Systems-focused

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Standard 1: Principal Supervisors dedicate their time to helping principals grow as instructional leaders.¹

Dispositions exemplified in Standard 1

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Growth-oriented
- Innovative
- Systems-focused

Principal supervisors focus a substantial portion of their time on developing instructional leadership capacity when working with individual principals as well as groups of principals. They develop efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development.

Actions

Principal Supervisors:

- Spend time in schools observing principals and the effects of their leadership efforts.
- Focus their time on supporting principals' efforts to improve teacher effectiveness, student learning and achievement.
- Conduct classroom walkthroughs with principals and discuss observations and feedback to give to teachers.
- Identify operational and other central office supports for principals that allow principal supervisors to focus on their leadership.
- Monitor their use of time to ensure they are spending most of it in schools developing principals as instructional leaders.
- Support principals' time and task management strategies to ensure they schedule time for consistent classroom visits without neglecting other duties and job requirements.
- Orient principals to the teacher evaluation instrument and procedures and mentor them on its use.
- Provide training and mentoring in research-based instructional practices.
- Observe and mentor principals in their facilitation of meetings with teachers in professional learning communities.
- Mentor principals in addressing teacher and staff conduct issues, including identifying differences between conduct and performance.

¹ The standard statement is from the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standard 1* (Seattle, WA: University of Washington, 2014). The dispositions and actions are based on feedback from principal supervisors and other practitioners.

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Standard 2: Principal Supervisors coach, support, and engage individual principals in effective professional learning strategies to help them grow as instructional leaders.²

Dispositions exemplified in Standard 2

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Growth-oriented
- Collaborative
- Ethical
- Reflective

Principal supervisors model the instructional leadership behaviors that they expect principals to exhibit, offer timely and actionable feedback, provide strategic support, and facilitate differentiated learning opportunities to build principals' capacity as instructional leaders. Essential to this coaching role is the ability to build strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of instructional leadership practice.

Actions

Principal Supervisors:

- Communicate effectively with principals and explain reasoning and research behind decisions and actions.
- Model best practices and effective leadership behaviors such as self-awareness, reflective practice, transparency, and ethical behavior.
- Build relationships with principals based on the knowledge of adult learning theory, common goals, trust, support and mutual accountability.
- Differentiate the support given to each principal through balancing the learning needs of the principal and the instructional needs of the school or school system.
- Establish and sustain safe and supportive learning communities made up of school leaders that provide peer feedback and promote innovative thinking.
- Shift from being a coach to a supervisor as necessary to push the learning and instructional leadership behaviors of the principal.
- Utilize professional learning strategies that are supported by research and known to be effective with principals.
- Ensure the principals' communities of practice stay focused on instructional leadership.

² The standard statement is based on the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standards 2 and 3* (Seattle, WA: University of Washington, 2014). The dispositions and actions are based on feedback from principal supervisors and other practitioners.

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Standard 3: Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the learning needs of all students.³

Dispositions exemplified in Standard 3

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Growth-oriented
- Collaborative
- Analytical
- Ethical
- Reflective

Principal supervisors effectively focus principals' learning by gathering and examining multiple measures of performance data. In addition to information about student achievement, such evidence might include teacher, student and parent perception surveys, school climate surveys, evaluations from colleagues, and the principals' personal reflections. By analyzing the evidence, the principal supervisor can make stronger inferences about principals' current level of knowledge and skills, provide differentiated feedback to principals about their work and target areas for professional learning both for individual principals and the principal learning community.

Actions

Principal Supervisors:

- Gather qualitative, quantitative, and observational evidence about principals' capacity for instructional leadership and serving the needs of diverse learners.
- Use evidence from a variety of sources to assess current levels of principals' proficiency and to target areas for professional learning.
- Formatively assess principals' implementation of new practices through on-site observations and other sources of evidence.
- Provide purposeful, timely, goal-aligned, and actionable feedback to principals.
- Monitor the effects of principals' implementation of prescribed actions.

³ The standard statement is based on the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standard 4* (Seattle, WA: University of Washington, 2014). The dispositions and actions are based on feedback from principal supervisors and other practitioners.

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Standard 4: Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow in all aspects of school leadership.⁴

Dispositions exemplified in Standard 4

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Growth-oriented
- Collaborative
- Analytical
- Systems-focused

Through the formal evaluation processes, principal supervisors work collaboratively with principals to identify their leadership strengths and specific areas they need to develop. The principal supervisor aligns evaluation elements to the work they do with principals throughout the year and uses a professional learning plan that focuses on the learning needed to impact school goals. The principal supervisor uses a professional learning plan to support and hold principals accountable for continuous improvement in their practice, which results in higher levels of student learning and achievement.

Actions

Principal Supervisors:

- Collaborate with principals to articulate and refine a school vision that aligns with a school-wide shared goal that fits into a districtwide vision.
- Communicate with principals the details and language of the evaluation process for shared understanding.
- Ensure effective implementation of the evaluation system to support high quality instructional leadership.
- Gather qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.
- Ensure all principals clearly understand the district's expectations to serve as highly effective school leaders.
- Communicate with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional learning plan for achieving their goals.
- Supporting principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.

⁴ The standard statement is from the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standard 5* (Seattle, WA: University of Washington, 2014). The dispositions and actions are based on feedback from principal supervisors and other practitioners.

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Standard 5: Principal Supervisors advocate for and inform the coherence of organizational vision, policies, and strategies to support schools and student learning.

Dispositions exemplified in Standard 5

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Analytical
- Perseverant
- Systems-focused

Principal supervisors serve as an important conduit for two-way communication between the central office and individual principals. They translate and communicate the district vision, policies, and strategies to school leaders to help ensure that school-level goals and strategies align with those pursued by the district. Additionally, principal supervisors share feedback and data from schools to inform the district vision, policies, and strategies so that they support schools and student learning. Principal supervisors also assist districts in the development and support of a strong leadership pipeline.

Actions

Principal Supervisors:

- Assist principals in examining school-level goals and strategies to promote and ensure alignment with district vision, policies, and strategies.
- Communicate the vision, goals, and strategies of the district with internal and external stakeholders.
- Connect principals to central office resources and personnel to support the principals' work.
- Assist principals in learning to allocate school resources effectively.
- Help principals create distributed leadership systems and structures that support teaching and learning.
- Gather and provide feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.
- Strategically buffers principals from distractions to maintain their focus on instructional leadership.
- Assist with the development of a strong pipeline of future school leaders.
- Lead process to select and induct principals ready to serve as successful instructional leaders.
- Evaluate the effectiveness of the district's systems to support schools and student learning.

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Standard 6: Principal Supervisors assist the district in ensuring the community of schools with which they engage have access to resources necessary for the success of each student.

Dispositions exemplified in Standard 6

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Analytical
- Ethical
- Perseverant
- Systems-focused

Actions

Principal Supervisors:

- Ensure that each student is treated fairly and has physical access to the learning environment and access to excellent teachers.
- Ensure that teachers and staff are treated fairly and have access to a positive and collaborative work environment.
- Ensure that the school community has access to the full range of integrated services to meet the learning needs of each student.
- Exhibit competency in interactions and decision-making with principals and community.
- Ensure students' access to high-quality instructional practices.
- Monitor schools for safe and orderly climate.

Standard 7: Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

Dispositions exemplified in Standard 7

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Growth-oriented
- Analytical
- Reflective

Principal supervisors, as members of a professional community, seek to continuously improve their own leadership practice. By engaging in professional learning, they keep abreast of changes in laws and regulations that affect schools as well as district policies and practices. They also model the value of reflective practice for others and gain first-hand experience about the challenges of assessing professional practices through reflection and feedback, setting goals, and designing and implementing professional learning plans to meet those goals.

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Actions

Principal Supervisors:

- Understand the dimensions and challenges of professional growth.
- Use relationships and experiences to inform and improve their leadership practice.
- Remain current on latest laws, regulations, and required data.
- Use feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.
- Set pertinent and measurable professional learning goals to improve their leadership practice.
- Share professional learning goals with supervisors and principals to garner support and accountability.
- Engage in individual and collective professional learning activities to meet professional learning goals.
- Evaluate progress in achieving professional learning goals and adjust as necessary to reach them.

Standard 8: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high quality educational programs and opportunities across the district.

Dispositions exemplified in Standard 8

Principal Supervisors believe in, value, and are committed to representing multiple dispositions, particularly the qualities below:

- Growth-oriented
- Collaborative
- Innovative
- Perseverant
- Systems-focused

Principal supervisors accept responsibility for continuously improving the performance of students, teachers, principals, and schools. They work with principals to identify needs, determine strategy, and enact change that results in ever increasing performance. By sharing feedback and data from schools, they also drive changes to the district vision, strategies, and policies so that they better support schools, student learning and continuous improvement.

Actions

Principal Supervisors:

- Through coaching, provide principals a visionary perspective in the use of data for school improvement.
- Through coaching, utilize change theory to develop and implement school improvement plans with staff and community input.

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- Use evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses.
- Determine situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.
- Employ innovative thinking and strategic planning to create change in response to identified school performance needs.
- Communicate to principals the need to embrace effective change.
- Provide feedback to central office staff about ways to improve services that support principals, schools and student learning.
- Identify operational and other central office supports, such as coaching, modeling, and best practices for principals to implement change.
- Use a variety of data to assess the impact of change on the identified needs.
- Assess the principal's effectiveness in leading change at the school level.

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Acknowledgments

The Arizona Department of Education would like to recognize the contributions and support of the following thought partners in the development of the Arizona Principal Supervisor Professional Standards.

Committee Member	Education Agency/Organization/Role
John Biera	Phoenix Union Unified School District
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Mark Joraanstad	Arizona School Administrators
Cheryl Mango-Paget	Coconino County Education Service Agency
Kristin Reidy	Marana Unified School District
Sherry Richards	Higley Unified School District
Paul Tighe	Saddle Mountain Unified School District, Superintendent
Wayne Tucker	PPTEC High School, Superintendent

Additional stakeholders who reviewed drafts and provided input in the process

Arizona Educational Management Council

Arizona School Administrators Association (June 2022)

Arizona Superintendents Association (May 2020)

Northern Arizona University Rural and Small School District Resource Center (NAURRC)

Supervisors of Principals Cohort Two Kick-Off Gathering (October 2021)

Dr. Howard Carlson

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Northern Arizona University, Rural and Small School District Resource Center, Greater Phoenix
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