

# PRINCIPAL SUPERVISOR PERFORMANCE STANDARDS

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VERSION 3.0

The University of Washington District Leadership Design Lab (DL2) developed these Principal Supervisor Performance Standards (PSPS) to help district leaders understand and support the success of their principal supervisors. The standards reflect research that shows what principal supervisors do when their work helps principals' grow as instructional leaders.

Within these standards, we define principal supervisors' practice along five levels of expertise to help district leaders assess their current performance and measure growth over time.

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# WHY ADOPT THE DL<sup>2</sup> PSPS?

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As we work with districts across the country, we hear similar questions from district leaders.

## Principal Supervisors ask ...

“ Does research show how I can help support equitable outcomes for all students? How do I know if I'm on the right track? ”

## Superintendents and Chief Academic Officers ask ...

“ How can we set clear expectations for what our principal supervisors should know and be able to do? ”

## Principals ask ...

“ What kind of support should I expect from my supervisor? ”

## To help address these questions, we developed the PSPS to be:

**Research-based.** The PSPS reflect research that shows the importance of principals operating as strong instructional leaders and principal supervisors supporting principals' growth through specific strategies. As the research base grows, we revisit and revise the standards to reflect the latest knowledge in the field.

**Aspirational.** The PSPS aim to help principal supervisors continuously grow by offering images of progressively more challenging ways of working with their principals. Such images help principal supervisors see what they may need to do next to improve. Aspirational standards also help other central office staff think about how they might shift their work to reinforce principal supervisors' growth.

**Measurable.** Standards are not useful learning tools unless they are measurable. Leaders need to be able to assess how much they are growing along the standards. PSPS describes practices that can be measured in various ways, including surveys and observations over time. The standards do not describe attitudes or dispositions, which are generally harder to measure

than observable practices. Also, research doesn't yet associate principal supervisors' attitudes or dispositions with improvements in principals' growth as instructional leaders.

**Growth-focused.** Using research on how professionals develop expertise, we distinguish principal supervisor practice along five levels for each standard. In so doing, we emphasize the importance of principal supervisors seeing themselves as on a trajectory—growing progressively better in their roles.

**Usable.** We consulted with more than 100 educational leaders about the organization and wording of the standards who helped us ensure that principal supervisors and others would find the standards readable and usable.

**Districts may find the PSPS helpful to:**

- Develop their principal supervisor job descriptions to focus on research-based, results-oriented work practices,
- Focus principal supervisors' onboarding and ongoing professional development on helping principals grow as instructional leaders, and
- Evaluate principal supervisors on effective, measurable practices and growth.

We recommend districts engage their principal supervisors and relevant stakeholders in a meaningful process of making sense of the standards. We recommend that districts ask what they truly look like in practice and how they compare to how principal supervisors currently work. This process will help districts decide whether and how to adopt standards their stakeholders value and will use to guide their work.

# **DL<sup>2</sup> PRINCIPAL SUPERVISOR (PS) PERFORMANCE STANDARDS 3.0**

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## DL2 PRINCIPAL SUPERVISOR PERFORMANCE STANDARDS 3.0

### STANDARD 1.

Dedicates their time to helping principals grow as instructional leaders.

### STANDARD 2.

Works intensively with principals to help them lead their own growth as instructional leaders.

### STANDARD 3.

Uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.

### STANDARD 4.

Uses teaching-and-learning moves when leading principal communities of practice (e.g., professional learning communities, networks) to support principals' growth as instructional leaders.

### STANDARD 5.

Engages principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders.

### STANDARD 6.

Selectively and strategically participates in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.

#### Level of practice: Not adopting

Does not yet talk about their practice or engage in practices consistent with the standard.

#### Level of practice: Adopting the talk

Talks about their leadership practice in ways consistent with the standards, but actual practice does not yet reflect the standard.

#### Level of practice: Engaging at a surface level

Practice begins to reflect the standard, but does not yet demonstrate deep understanding of which leadership practices are consistent with the standard or why to engage in those practices.

#### Level of practice: Engaging with understanding

Practice often reflects the standard and demonstrates deepening understanding of what practices are consistent with the standard and why to engage in those practices.

Practices consistent with the standard are a regular part of daily practice.

#### Level of practice: Mastery

Practice routinely reflects the standard at the level of engaging with understanding across multiple contexts and years.

Practice across settings and over time demonstrates the ability to improvise—to use the standard as a jumping off point to develop new ways of working consistent with the standard and likely to contribute to progressively more powerful results.

**STANDARD 1.****Dedicates their time to helping principals grow as instructional leaders**

NOT ADOPTING	ADOPTING THE TALK	ENGAGING AT A SURFACE LEVEL	ENGAGING WITH UNDERSTANDING	MASTERY
<p>A PS who works at this level does not yet talk about their work as dedicated to helping principals grow as instructional leaders.</p>	<p>A PS who works at this level talks about their work as dedicated to supporting principals' growth as instructional leaders. However, they do not yet spend time on such activities.</p>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Begins to dedicate some of their time to supporting principals' growth as instructional leaders. They frequently engage in work that does not obviously support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>what</i> is involved in dedicating their time to support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>why</i> dedicating their time to supporting principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Maximizes their time to support principals' growth as instructional leaders. Makes decisions about how to spend their time based on the extent to which the activity will help them dedicate their time to support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>what</i> is involved in dedicating their time to support principals grow as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>why</i> dedicating their time to support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Demonstrates performance at the level of "engaging with understanding" across multiple contexts and years.</li> <li>• Improvises—uses the standard as a jumping-off point to develop new ways of dedicating their time to support principals' growth as instructional leaders.</li> </ul>

**STANDARD 2.****Works intensively with principals to help them lead their own growth as instructional leaders**

NOT ADOPTING	ADOPTING THE TALK	ENGAGING AT A SURFACE LEVEL	ENGAGING WITH UNDERSTANDING	MASTERY
<p>A PS who works at this level does not yet work intensively with principals to help them lead their own learning as a main support for principals' growth as instructional leaders.</p>	<p>A PS who works at this level reports that they routinely work with principals to help them lead their own learning as a main support for principals' growth as instructional leaders. However, they do not yet take this approach in their actual practice.</p>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Begins to work with principals to help them lead their own learning as a main support for principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>what</i> is involved in helping principals lead their own learning as a main support for principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>why</i> helping principals lead their own learning as a main support for principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Works intensively with principals to help them lead their own learning as a main support for principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>what</i> is involved in helping principals lead their own learning as a main support for principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>why</i> helping principals lead their own learning as a main support for principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Demonstrates performance at the level of "engaging with understanding" across multiple contexts and years.</li> <li>• Improvises—uses the standard as a jumping-off point to develop new ways of working with principals to help them lead their own learning as a main support for principals' growth as instructional leaders.</li> </ul>

**STANDARD 3.****Uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders**

NOT ADOPTING	ADOPTING THE TALK	ENGAGING AT A SURFACE LEVEL	ENGAGING WITH UNDERSTANDING	MASTERY
<p>A PS who works at this level typically directs principals, monitors principals' compliance, or completes tasks that principals should be doing themselves.</p>	<p>A PS who works at this level reports that they routinely use teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders. However, they do not yet do so in their actual practice.</p>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Begins to use teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>what</i> is involved in using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>why</i> using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Regularly uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>what</i> is involved in using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>why</i> using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Demonstrates performance at the level of "engaging with understanding" across multiple contexts and years.</li> <li>• Improvises—uses the standard as a jumping-off point to develop new ways of using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.</li> </ul>

**STANDARD 4.****Uses teaching-and-learning moves when leading principal communities of practice (e.g., professional learning communities, networks), to support principals' growth as instructional leaders**

NOT ADOPTING	ADOPTING THE TALK	ENGAGING AT A SURFACE LEVEL	ENGAGING WITH UNDERSTANDING	MASTERY
<p>A PS who works at this level does not yet convene their principals in meetings that operate as communities of practice devoted to supporting principals' growth as instructional leaders.</p>	<p>A PS who works at this level talks about using teaching-and-learning moves when working with principal groups to support principals' growth as instructional leaders. However, they do not yet do so in their actual practice.</p>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Begins to use teaching-and-learning moves when leading principal groups to support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>what</i> is involved in using teaching-and-learning moves when leading principal groups to support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>why</i> using teaching-and-learning moves when leading principal groups to support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Regularly uses teaching-and-learning moves when leading principal groups to support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>what</i> is involved in using teaching-and-learning moves when leading principal groups to support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>why</i> using teaching-and-learning moves when leading principal groups to support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Demonstrates performance at the level of "engaging with understanding" across multiple contexts and years.</li> <li>• Improvises—uses the standard as a jumping-off point to develop new ways of using teaching-and-learning moves when working with principal groups to support principals' growth as instructional leaders.</li> </ul>

**STANDARD 5.****Engages principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders**

NOT ADOPTING	ADOPTING THE TALK	ENGAGING AT A SURFACE LEVEL	ENGAGING WITH UNDERSTANDING	MASTERY
<p>A PS who works at this level engages with the formal district principal evaluation process from a compliance and traditional supervisory approach inconsistent with supporting principals' growth as instructional leaders.</p>	<p>A PS who works at this level talks about engaging principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders. However, they do not yet take this approach in their actual practice.</p>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Begins to engage principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>what</i> is involved in engaging principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>why</i> engaging principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Regularly engages principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders; completes evaluation report as a byproduct of teaching-and-learning focused engagements with principals.</li> <li>• Demonstrates a deepening understanding of <i>what</i> is involved in engaging principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>why</i> to engage principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Demonstrates performance at the level of "engaging with understanding" across multiple contexts and years.</li> <li>• Improvises—uses the standard as a jumping-off point to develop new ways of engaging principals in the formal district principal evaluation process to support principals' growth as instructional leaders.</li> </ul>

**STANDARD 6.****Selectively and strategically participates in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders**

NOT ADOPTING	ADOPTING THE TALK	ENGAGING AT A SURFACE LEVEL	ENGAGING WITH UNDERSTANDING	MASTERY
<p>A PS who works at this level does not yet approach their work with the rest of the central office selectively or strategically. Instead, they engage with work processes that do not maximize the extent to which they support principals' growth as instructional leaders.</p>	<p>A PS who works at this level talks about how they selectively and strategically participate in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders. However, they do not yet take this approach in their actual practice.</p>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Begins to selectively and strategically participate in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>what</i> is involved in selectively and strategically participating in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.</li> <li>• Begins to demonstrate an understanding of <i>why</i> selectively and strategically participating in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders matters to those results.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Selectively and strategically participates in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>what</i> is involved in selectively and strategically participating in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.</li> <li>• Demonstrates a deepening understanding of <i>why</i> they should selectively and strategically participate in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.</li> </ul>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> <li>• Demonstrates performance at the level of "engaging with understanding" across multiple contexts and years.</li> <li>• Improvises—uses the standards as a jumping-off point to develop new ways of selectively and strategically participating in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.</li> </ul>

DISTRICT LEADERSHIP  
**DESIGN LAB**

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