

PRINCIPAL SUPERVISORS

The eight standards that have been established for principal supervisors are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. These criteria include fundamental components associated with developing high quality principals and other supervisors. Descriptive examples create a picture of what being a principal supervisor looks like when meeting or not meeting the MCPS standards. These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every principal supervisor is expected to be doing everything that is described. They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

STANDARD I: Principal supervisors dedicate their time building the capacity of principals as instructional leaders.

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.

Performance Criteria

1. Conducts focused school visits observing the principals and the effects of their leadership efforts.
2. Focuses their time on supporting principals' efforts to improve teacher and staff effectiveness, student learning and achievement.
3. Identifies operational and other central office support for principals that allow principal supervisors to focus on instructional leadership.
4. Monitors their use of time to ensure they are spending most of it in schools developing principals as instructional leaders.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Establishes the working conditions with the principal that promote collaborative practices and a mutual accountability to improving professional practice.	Creates a working relationship that provides limited opportunity for collaboration and demonstrates minimal accountability to improving professional practice.
Communicates feedback to principals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice.	Renders judgment of performance without providing support through frequent, individualized, actionable and timely feedback that informs practice and promotes growth.
Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice.	Provides generic professional learning and continuous improvement experiences that do not lead to improvements in professional practice.
Consistently monitors school performance data to provide guidance on the use of the data and to support the improvement of professional practice.	Demonstrates limited knowledge of school performance data and provides limited guidance on the use of data to inform professional practice.
Participates in walkthroughs, class visits, instructional professional walkthroughs to better understand teaching and learning in schools in order to assist school leaders in improving teaching and learning at scale.	Rarely participates in school visits beyond the principal's office.
Reviews and provides feedback for the principal's observation schedules to ensure that principals are conducting regular classroom and Professional Learning Community (PLC) visits.	Demonstrates limited knowledge of the principal's observation and evaluation plan.
Reviews evidence of principals attending and implementing best practices shared at curriculum update meetings, PLCS, and state and national organization meetings.	Demonstrates limited knowledge of the principal's participation in and support of meetings, PLC's, required trainings, etc.
Fosters a cohesive, collaborative, and comprehensive leadership perspective in principal and other educators.	Provides limited input and impact on the principal and other educators to craft and articulate vision and perspective.
Ensures that educators and stakeholders identify necessary action steps to reach school and/or district-level initiatives.	Demonstrates limited capacity to guide educators and stakeholders in actionable steps resulting in the attainment of school and district measures.
Supports the principal in the development of a school leadership team that is focused on effective teaching and improving student learning outcomes.	Provides minimal strategies to support principals in building school leadership teams focused on teaching and learning.
Uses various platforms such as Zoom, Google Hangout and conference calls to increase engagement time with principals.	Uses only face-to-face contact to engage principals.

STANDARD II: Principal supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

Principal supervisors model the leadership behaviors that they expect principals to exhibit, offer timely and actionable feedback, and provide 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 leadership practice.

Performance Criteria

1. Communicates effectively with principals and explains reasoning and research behind decisions and actions.
2. Models culturally responsive best practices and effective leadership behaviors such as self-awareness, reflective practice, transparency, and ethical behavior.
3. Builds relationships with principals based on knowledge of adult learning theory, common goals, trust, support and mutual accountability.
4. Differentiates the support given to each principal through balancing the learning needs of the principals and the instructional needs of the school.
5. Establishes and sustains safe and supportive learning communities that provide peer feedback and promote innovative thinking.
6. Shifts from being a coach to a supervisor as necessary to push the learning of the principal.
7. Utilizes professional learning strategies that are supported by research and known to be effective with principals.
8. Ensures the principals communities of practice stay focused on instructional leadership.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Schedules goal setting meetings to develop goals for the year, a monitoring timeline and shared expectations.	Directs the principal regarding goals for the school year and/or provides the principal with goals for the year. Goal-setting meetings are not held.
Problem solves and reflects with principals regarding best practices to develop innovative solutions to challenges in order to increase student achievement.	Provides limited evidence of monitoring progress toward school goals throughout the year.
Builds relationships with principals in informal and formal ways that develop trust and mutual respect.	Does not engage with principals in a manner that fosters nor develops trusting relationships.
Provides support to a principal based on the needs of the individual school and principal and documents that support in a consistent manner.	Demonstrates minimal engagement in the development of the school improvement plan and the monitoring of the implementation of the plan. Inadequately address the needs of the principal with limited documentation.
Communicates with principals in a manner that is clear with documented and timely follow-up or follow-through.	Communicates with principals in a manner that is unclear with limited follow-up or follow-through.
Creates a learning community utilizing opportunities at A&S meetings, area meetings, virtual meetings and cluster meetings that engage all participants in learning that builds relationships and leadership capacity.	Creates a learning community among the school cluster and level-alike colleagues that does not engage the participants in learning that builds relationships nor leadership capacity.
Coaches principal on the school improvement processes and conducts SIP/SLO reviews with explicit follow up aimed at closing and accelerating learning.	Provides little or no support to the principal on school improvement processes.
Builds a supportive learning community during A&S meetings, area meetings, and cluster principals meetings.	Does not create the conditions to promote collaboration between principals.
Documents conference summaries and memos regarding the work of the principal.	Provides inadequate and limited feedback to principals documenting coaching conversations and supervisory visits.
Analyzes and collects evidence of how the principal and other administrators apply professional learning within the school improvement process.	Demonstrates limited capacity to use data analysis and collection techniques that monitor the principal’s and other administrators application of professional learning within school improvement processes.
Uses both coaching and supervisory roles to both support the principal and hold the principal accountable to the established standards.	Exhibits limited understanding of the interplay between supervisory coach and director and therefore provides incoherent and unbalanced support inadequately matched to address leadership and school issues.

MEETS STANDARD	DOES NOT MEET STANDARD
Establishes and demonstrates a shared accountability structure for implementing and monitoring school improvement strategies.	Does not produce criteria for success clearly delineating shared accountability for implementing and monitoring school improvement strategies.
Facilitates professional learning experiences for the principal focused on school improvement utilizing strategies that are supported by research and known to be effective with principals.	Does not facilitate professional learning experiences for the principal focused on school improvement utilizing strategies that are supported by research and known to be effective with principals.

STANDARD III: Principal supervisors use evidence of principals effectiveness to determine necessary improvements in principals practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

Principal supervisors effectively focus principals learning by gathering and examining a wide variety of evidence from the school, district, and community. In addition to information about student achievement, such evidence might include staff, student and parent perception surveys, school climate surveys, evaluations from colleagues, and the principal’s 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.

Performance Criteria

1. Gathers qualitative and quantitative observational evidence about principals capacity for instructional leadership and serving the needs of diverse learners.
2. Uses evidence from a variety of sources to assess current levels of principals proficiency and to target areas of professional learning.
3. Formatively assesses principals implementation of new practices through on-site observations and other sources of evidence.
4. Provides purposeful, timely, goal-aligned, and actionable feedback to principals.
5. Monitors the effects of principals implementation of prescribed actions.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Utilizes a variety of sources when determining a principal’s level of proficiency and provides feedback based on the analysis of this information and data.	Utilizes minimal sources when determining a principal’s level of proficiency
Meets with administrative and instructional leadership teams to develop a strong understanding of their capacity for instructional leadership and their capacity for serving the needs of diverse learners.	Limits school visits to principals only, missing opportunities to meet with administrative and instructional leadership teams.
Provides written feedback on SIP and SLOs based on pre-established criteria.	Signs and approves SIP and SLO documents without providing written feedback based on criteria for success.
Reviews data and practices regarding the instructional focus and the increase in student achievement.	Reviews only aggregated data with the principal that doesn’t align with the instructional focus or lead to accelerating learning.
Collaborates with the principal to review and monitor the established equity goals for the school to ensure that the goals are data-driven and in alignment with student needs.	Demonstrates inconsistency in the ability to use multiple sources of data to guide and require principals to implement equity initiatives.
Demonstrates a strong knowledge of each school’s demographic data and challenges related to culture and climate and provides support in responding to the needs of each specific school community.	Demonstrates a limited knowledge of each school’s demographic data and challenges related to culture and climate and provides limited support in responding to the needs of each specific school community.
Creates and supports the expectation of each principal to implement equity and culturally responsive initiatives.	Provides limited support for principals work in moving equity from theory to practice.
Models a growth-oriented mindset focused on the success of all students while promoting culturally responsive leadership.	Engages in practices that reflect a fixed mindset.

STANDARD IV: The Principal supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

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 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.

Performance Criteria

1. Collaborates with principals to articulate and refine a districtwide shared vision and understanding of effective principals instructional leadership and how the evaluation system supports the vision.
2. Gathers qualitative, quantitative and observational evidence about principals capacity for instructional support
3. Ensures all principals clearly understand the district’s expectations for instructional leadership and the associated terminology.
4. Communicates and models how the evaluation process supports the principal’s growth as instructional leaders.
5. Collaborates with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional learning for achieving their goals.
6. Supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Communicates explicit standards for how a principal can meet the PGS standards and promotes the PGS as a structure for growth-oriented leadership.	Demonstrates a limited knowledge of the MCPS PGS and how the PGS aligns with growth-oriented leadership.
Sustains and evaluates new learning from professional learning opportunities and performance feedback from others. Effectively implements the MCPS PGS for each principal by meeting timelines for observation and documentation.	Ineffectively implements the MCPS PGS for each principal by not meeting timelines for observation and documentation.
Regularly facilitates procedures and practices that present evidence of a principal’s improvement.	Demonstrates limited monitoring, documentation and support of each principal’s professional growth plan and their commitment to continuous improvement in their practice.
Monitors, documents and supports each principal’s professional growth plan and their commitment to continuous improvement in their practice.	Demonstrates limited modeling reflective practices when supporting the principal. Provides limited evidence of monitoring, documenting and supporting each principal’s professional growth plan and their commitment to continuous improvement in their practice.
Provides ongoing feedback that details the principal’s strengths and weaknesses and collaborates with the principal to identify goals and actions based on this feedback will build their leadership capacity.	Directs the principal in a way that does not foster a growth-oriented mindset nor reflective practice.
Models reflective practices when supporting the principal and coaches the principal in a way that fosters a growth-oriented mindset and reflective practice.	Rarely models reflective practices when supporting the principal.

STANDARD V: Principal supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

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.

Performance Criteria

1. Examines school-levels goals and strategies to promote equity for students and ensure alignment with district vision, policies and strategies.
2. Communicates the vision, goals, and strategies of the district with all internal and external stakeholders.
3. Connects principals to central office resources and personnel to support the principals’ work.
4. Assists principals in learning to allocate school resources in ways that best support staff and meet their school’s needs.
5. Assists principals with creating distributive leadership systems and structures that support teaching and learning.
6. Strategically buffers principals from distractions to maintain their focus on instructional leadership.
7. Assists with the development of a strong pipeline of future leaders.
8. Lead processes to select and induct principals ready to serve as instructional leaders.
9. Evaluates the effectiveness of the district’s systems to support schools and student learning.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Serves as a liaison between the central office and the school; clarifying district-level policies, goals, initiatives and guidelines.	Provides limited communication of district-level policies, goals, initiatives and guidelines to the school.
Collaborates with the principal to ensure that the school and district-level goals are aligned.	Demonstrates limited ability to clarify district-level policies, goals, initiatives and limited ability to support implementation.
Effectively communicates school-level data and feedback to the district in order to inform district level vision, policies and strategies.	Communicates inaccurate, incomplete or inconsistent school-level data and feedback to the district.
Builds strong relationships with teacher leaders in order to support the development of the district-level leadership pipeline.	Demonstrates limited knowledge of school-based teacher leaders and limited knowledge of potential candidates for leadership positions.
Demonstrates a strong knowledge of district-level resources available to schools and collaborates with the principal to access those resources that align with school needs.	Demonstrates a minimal knowledge of district-level resources available to schools and how those resources align with school needs
Collaborates with principals and school leadership to assess the use of available resources to ensure that the needs of staff and students are met.	Demonstrates limited knowledge of a principal’s allocation and utilization of personnel resources to ensure that the needs of staff and students are met.
Supports and monitors the principal’s allocation and utilization of personnel resources to ensure that the needs of students are met.	Does not engage in the work of the school leadership team to ensure that the principal is creating a distributive leadership system.
Consistently engages in the work of the school leadership team to ensure that the principal is creating a distributive leadership system; provide feedback and support to enhance the established shared leadership system.	Provides ineffective feedback and support to enhance a shared leadership system within a school.
Ensures that all support and guidance to school principals is rooted in the vision, goals and strategies of the district.	Provides support and guidance to principals without regard to the vision, goals and strategies of the district.
Effectively prioritizes the demands of the system in order to allow the principal to maintain focus on instructional leadership.	Does not assist the principal with the demands of the system in order to allow the principal to maintain focus on instructional leadership.
Collaborates with system leadership to implement the selection and induction process for new principals.	Does not collaborate with system leadership to implement the selection and induction process for new principals.

STANDARD VI: Principal supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

Principal supervisors work with principals to promote the understanding, appreciation, and use of the school and community’s diverse cultural, linguistic, social, political, and intellectual resources. They ensure that issues of student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.

Performance Criteria

1. Ensures that each student is treated fairly, equitably, and has physical access to the learning environment and academic access to excellent teachers.
2. Ensures that teachers and staff are treated fairly, equitably and have physical access to a positive and collaborative work environment.
3. Ensures that the school community has access to a full range of services to meet the diverse cultural and learning needs of each student.
4. Exhibits cultural competency in interactions and decision-making with principals and community.
5. Protects students’ equitable access to social capital within the school and the high-quality instructional practices.
6. Monitors schools to ensure that they are affirming and inclusive learning environments.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Demonstrates a cohesive, collaborative, and comprehensive leadership perspective of the district’s larger aims.	Does not demonstrate a cohesive, collaborative and/or comprehensive perspective of the district’s larger aims.
Collaborates with the principal to monitor the work environment to ensure that staff are treated fairly and equitably; provides effective coaching and support in response to concerns related to the work environment.	Demonstrates minimal collaboration with the principal to monitor the work environment to ensure that staff are treated fairly and equitably; provides minimal coaching and support in response to concerns related to the work environment.
Articulates district goals to a variety of audiences.	Vaguely articulates district goals to stakeholders.
Incorporates planning that addresses school’s (or schools’) academic growth goals	Does not customize planning efforts in order to address academic growth goals.
Collaborates with the principal to review, analyze and assess structures designed to support the needs of the school.	Demonstrates minimal collaboration with the principal to assess existing and/or create new structures and processes.
Creates and supports ways for families to participate in decision-making and school-system initiatives and activities.	Rarely includes families in shared decision-making regarding school and district-based initiatives and activities.
Supports communication and outreach processes for families and the community that is responsive to socioeconomic, cultural and linguistic diversity	Does not support communication and outreach processes for families and the community that is responsive to consider socioeconomic, cultural and linguistic diversity
Supports the principal in the development of a strong knowledge of the school community’s diverse cultural, linguistic, social and political climate.	Does not support the principal in the development of a strong knowledge of the school community’s diverse cultural, linguistic, social and political climate.
Aligns coaching strategies and practices with the needs of the principal in alignment with community needs.	Does not align coaching strategies and practices with the needs of the principal in alignment with community needs.
Collaborates with the principal to monitor the work environment ensuring that staff are treated fairly and equitably; provides coaching and support in response to concerns related to the work environment.	Demonstrates limited effective collaboration with the principal to monitor the work environment ensuring that staff are treated fairly and equitably; provides limited coaching and support in response to concerns related to the work environment.
Collaborates with the principal to monitor the learning environment ensuring that students are treated fairly and equitably; provides coaching and support in response to concerns related to the learning environment.	Does not effectively collaborate with the principal to monitor the learning environment, ensuring that students are treated fairly and equitably; provides coaching and support in response to concerns related to the learning environment.
Demonstrates interactions and decision-making that are rooted in racial equity and cultural competency.	Misses opportunities to demonstrate interactions and decision-making that are rooted in racial equity and cultural competency.
Collaborates with the principal to assess existing and/or create new structures and processes that demonstrate a commitment to limiting assumptions about gender, sexual orientation, race, class, disability and special status.	Does not effectively collaborate with the principal to assess existing and/or create new structures and processes that demonstrate a commitment to limiting assumptions about gender, sexual orientation, race, class, disability and special status.
Collaborates with the principal to effectively address issues that reflect marginalization and/or deficit-based behaviors by staff or students within the school.	Misses opportunities to collaborate with the principal to effectively address issues that reflect marginalization and/or deficit-based behaviors by staff or students within the school.

STANDARD VII: Principal supervisors engage in their own professional development and continuous improvement to help principals grow as instructional leaders.

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.

Performance Criteria

1. Understands the dimensions and challenges of professional growth.
2. Uses relationships and experiences to inform and improve their leadership practices.
3. Remains current on latest laws, regulation, required data.
4. Uses 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.
5. Sets pertinent and measurable professional learning goals to improve their leadership practice.
6. Shares professional learning goals with supervisors and principals to garner support and accountability.
7. Engages in individual and collective professional learning activities to meet professional learning goals.
8. Evaluates progress in achieving professional learning goals and adjusts as necessary to reach them.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Establishes a professional growth plan that includes pertinent and measurable professional learning goals to improve their leadership practice.	Develops a professional growth plan that does not include pertinent and measurable professional learning goals that intend to improve their leadership practice.
Actively engages in coaching conversations with associate superintendent/supervisor.	Limits engagement in coaching conversations with associate superintendent/supervisor.
Participates in professional development opportunities in the district, state and nation and shares that learning with supervisors, peers and principals.	Participates in professional development opportunities in the district, state and nation; however, the new learning is not communicated nor reflected in their work.
Attends Board of Education, county council, and other local meetings.	Infrequently attends Board of Education, county council and other local meetings.
Applies new learning from meetings, conferences and professional readings in work with principals.	Demonstrates a lack of learning from meetings, conferences and professional readings with principals.
Demonstrates a strong understanding of current laws and regulations and connects this knowledge to the support of principals	Demonstrates a limited understanding of current laws and regulations and/or doesn't connect this knowledge to the support of principals.
Seeks out and participates in professional development opportunities that align with established professional goals as well as district-level and personal development initiatives.	Limits participation in professional development opportunities that align with established professional goals, as well as district-level and personal development initiatives.

STANDARD VIII: Principal supervisors lead strategic change that continuously elevates the performance of schools and sustains high quality educational programs and opportunities across the district.

Principal supervisors accept responsibility for continuously improving the performance of students, staff, teachers, principals, and schools. With sensitivity to community values and interests, 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.

Performance Criteria

1. Uses 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.
2. Determines situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.
3. Employs innovative thinking and strategic planning to create change in response to identified school performance needs.
4. Communicates to principals and districts the needs and the means for effecting and embracing change.
5. Identifies operational and other central office support for principals to implement change.
6. Provides feedback to central office staff about ways to improve services that support principals, schools and student learning.
7. Uses data to assess the impact of change on the determined need.
8. Assesses the principal’s effectiveness in leading change at the school level.

Examples of evidence of facilitation, articulation, implementation, and monitoring

The principal supervisor—

MEETS STANDARD	DOES NOT MEET STANDARD
Uses data from multiple sources to identify areas for improvement in each school.	Uses data from limited sources to identify areas for improvement in each school.
Differentiates support and strategies to schools.	Provides support and strategies that are not differentiated nor aligned with individual school needs.
Provides opportunities to extend the impact of high performing teachers based on area(s) of demonstrated effectiveness.	Does not coach the principal with the implementation of strategies that would extend the impact of high performing teachers.
Develops and/or sustains a collegial environment by using the collective strengths, skills, and experiences of educators to improve classroom practice.	Allows educators to work in isolation without assisting the principal in the development of a collegial environment.
Collaborates with principals to develop and implement extension opportunities for high-impact teachers.	Does not work with the principal to develop and implement extension opportunities for high-impact teachers.
Utilizes a variety of change management strategies in order to provide coaching to the principal in strategies for managing changes needed to facilitate improvement.	Does not utilize a variety of change management strategies to provide coaching to the principal in strategies for managing changes needed to facilitate improvement.
Collaborates with the principal to create innovative solutions to address identified school needs.	Misses opportunities to collaborate with the principal to create innovative solutions to address identified school needs.
Connects the principal with appropriate central office resources to support effective change in response to identified school needs.	Does not regularly connect the principal with appropriate central office resources to support effective change in response to identified school needs.
Collaborates with the principal and school leadership to monitor the impact of change strategies over time.	Does not effectively collaborate with the principal and school leadership to monitor the impact of change strategies over time.
Provides timely and ongoing feedback to the principal regarding their effectiveness in leading and implementing school changes.	Does not provide timely and ongoing feedback to the principal regarding their effectiveness in leading and implementing school changes.