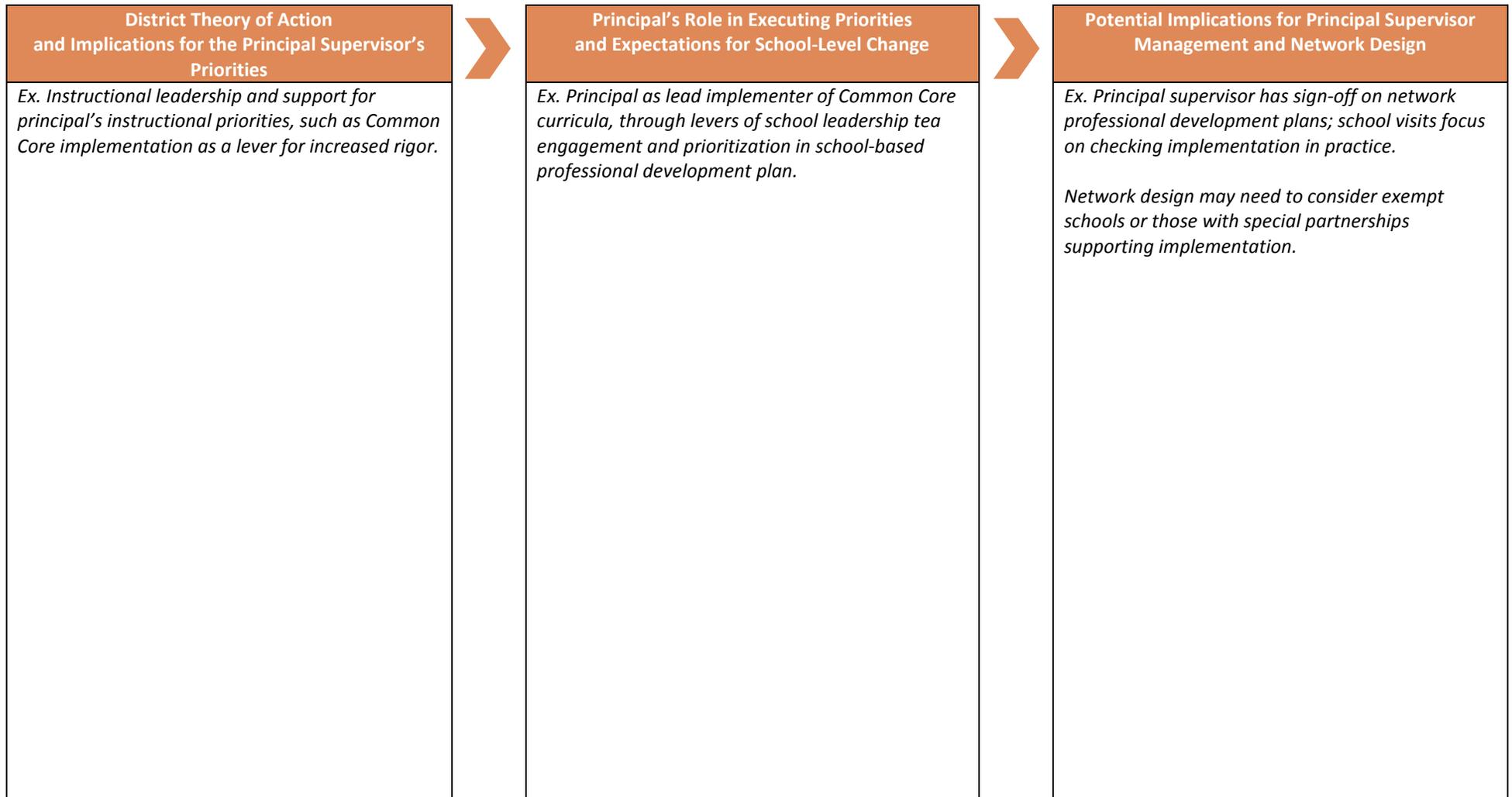# Principal Supervisor Network Design Tool #1: District Vision and Context

For use as part of a facilitated discussion to ensure shared understanding of the strategic objectives of the network redesign and the current state.

Theory of Action and Strategic Alignment for the Networks

District Theory of Action and Implications for the Principal Supervisor's Priorities	Principal's Role in Executing Priorities and Expectations for School-Level Change	Potential Implications for Principal Supervisor Management and Network Design
Ex. Instructional leadership and support for principal's instructional priorities, such as Common Core implementation as a lever for increased rigor.	*Ex. Principal as lead implementer of Common Core curricula, through levers of school leadership tea engagement and prioritization in school-based professional development plan.*	*Ex. Principal supervisor has sign-off on network professional development plans; school visits focus on checking implementation in practice.* *Network design may need to consider exempt schools or those with special partnerships supporting implementation.*

Current State: Profile of a Principal Supervisor Today

Use this portion of the tool as a graphic organizer to capture team thoughts or break into small groups to create first responses to each question and then build on those with feedback and additional input from the rest of the team to build a collective profile of a principal supervisor in your district today.

1. What are the key responsibilities of the principal supervisor today?	**3. What is the span of control for principal supervisors? How are the schools in their management portfolio determined?**	**5. How do principal supervisors inform the creation of district policy and processes? How do they receive the information and resources they need to manage implementation of these policies and processes?**
2. How do principal supervisors spend most of their time?	**4. Is the principal supervisor role conceived of and messaged as one of (1) support, (2) accountability, (3) or both, to principals, peers, and central office staff?**	**6. What are all the different ways (formal and informal) that principal supervisors access resources for the schools they manage?**

New Leaders

Future State: Profile of a Principal Supervisor As Designed

This portion of the tool should capture a summary of decisions made throughout the network design process, supported by the other tools and district processes.

1. What will the key responsibilities of the principal supervisor be?	3. What will be the span of control for principal supervisors? How are the schools in their management portfolio determined?	5. How do principal supervisors inform the creation of district policy and processes? How do they receive the information and resources they need to manage implementation of these policies and processes?
2. How should principal supervisors spend most of their time?	4. Is the principal supervisor role conceived of and messaged as one of (1) support, (2) accountability, (3) or both, to principals, peers, and central office staff?	6. What are all the different ways (formal and informal) that principal supervisors access resources for the schools they manage?

New Leaders

Deltas: Theory of Action and Today's Principal Supervisor Profile

Once you've captured the key elements of the current principal supervisor role and their portfolio of schools, as well as the desired future state, capture implications for your strategic direction based on the district strategic priorities and theory of action:

Deltas: What are the biggest gaps between the future requirements and the current state?	**Enablers:** Where are the places of alignment or examples of 'low hanging fruit' for matching the current and future state?	**Barriers:** Where are the current realities and future expectations furthest apart? What are going to be the hardest changes, and why?