

Helping Principals with Their Work

These ideas were generated at the October 2012 sessions of Principal Evaluator training at OCM BOCES.

Help principals to be good leaders and to remain positive:

- Make time for principals (besides 1:1) to:
 - Listen-reflect-sounding board
 - Problem solve
 - Keep expectations in perspective
 - Provide resources as needed
 - Advocate
- “Never let them see you sweat”- exude confidence
- Role model
- Proactive leadership- preemptive
 - 1st person experience- core of (fear, stress, anxiety)- moral leadership
- Safe place to vent
- Show appreciation- kid focus!

Help principals with their own professional learning:

- Needs assessment
- State required training- APPR, SLO, Common Core
- Use of time/model effective use of time
- Ongoing conversations
- Time for S.D., collaboration (plate reductions)
- Goal development and time with superintendent and refinement
- Prioritization and time priorities
- Model professional learning
- Current meeting structure- build in staff development
- ADD staff/admin.
- Reimbursement model
- Learning aligned with teacher def.
- We don't do this enough- not the priority
- Encourage: webinars, conferences, conversations, etc.
- Collaborate with neighboring districts (including BOCES)
- Goal setting
- Provide money and time (cover their buildings)
- Hold them accountable

Help principals plan their faculty meetings:

- Faculty meeting changes
- Flip meetings
- Move information to teacher instruction focus
- Set up a process for getting this information in a weekly news brief
- Every other- small groups to teams focused on areas for instruction strategies
- Meetings move from district agenda- to content grade level (i.e., text complexity, faculty, voc.)
- Operational information delivered electronically

- Pre-learning prior to the meeting
- Model the teacher
- Plan consistently through all buildings- overarching goals

Help your principal(s) with time management”

- Use of calendar
- Organizational tool, tab/pocket binder, tech tools (software)
- Re-affirm priorities
- Scheduling of meetings outside of school day/reduce pull out time
- Permission to limit time devoted to non-instructional issues and distractors
- Provide support by being present in buildings
- Use of technology: google calendar, to do lists, electronic archiving
- Support staff but don't do their work, professional accountability
- Available to meet, chat, take things off their plate, provide direction

Increase inter-rater reliability and agreement among your lead evaluators:

- View staff development videos
- Group reviews/scoring of evidence (using “effective” as the default)
- Require annual training (network team)
- Rotate/share responsibilities of lead evaluator from year to year between building administrators
- Met to review the SLO's to make sure we were in agreement- I was constant.
- Watch videos and rate as a group
- Discuss and make sure we agree with each other
- Emphasis at cabinet discussion
- At least 2 people observe each teacher