

Principal Evaluator Training

Day 1
2013-2014

OCMBOCES



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Agenda



- Introductions
- Objectives and Agenda Review
- Principal Evaluation: Different?
- One Year Later
- Coaching Principals
- Collect evidence
- Support your local principal

Back Again: 9 Components

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals

Back Again : 9 Components

6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

Back Again : 9+ Components

- 10.State-determined district-wide student growth goal setting process (Student Learning Objectives)
- 11.Effective supervisory visits and feedback
- 12.Soliciting structured feedback from constituent groups
- 13.Reviewing school documents, records, state accountability processes and other measures
- 14.Principal contribution to teacher effectiveness
- 15.Increasing the likelihood that it makes a difference

Resources Are Archived

NETWORK TEAM

OCM BOCES Instructional Support



Principal Evaluator Training

The evaluation of principals is a significant component of the new APPR system, according to the regulations. For principals, the state says that the lead evaluator should be the superintendent or her/his designee. The OCM BOCES Network Team is providing training for the lead evaluator for principals at no charge to our Network Team members. Click here for a flyer. The training will include all of the state-prescribed components:

1. ISLLC 2008 Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA growth Model data
4. Application and use of the State-approved Multidimensional Principal Performance Rubrics (*Training provided by Joanne Picone-Zochia, co-author of the rubric*)
5. Application and use of any assessment tools used to evaluate principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate principals
9. Specific considerations in evaluating principals of ELLs and students with disabilities

Additionally, the following components will be addressed:

1. State-determined district-wide student growth goal setting process (Student Learning Objectives)
2. Effective supervisory visits and feedback
3. Soliciting structured feedback from constituent groups
4. Reviewing school documents, records, state accountability processes and other measures
5. Principal contribution to teacher effectiveness
6. Goal Setting and Attainment, using the Multidimensional Principal Performance Rubric tool (*Training provided by Joanne Picone-Zochia, co-author of the rubric*)

Training sessions:

Ongoing Training:

This training is for administrators who have previously participated in the first year Principal Evaluator Training. The training will continue with all of the state-prescribed components with a particular focus on coaching principals as they lead the new APPR system in their building. Attention will also be paid to school visits and contextualized ISLLC goal setting.

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Looking Back at Last Year

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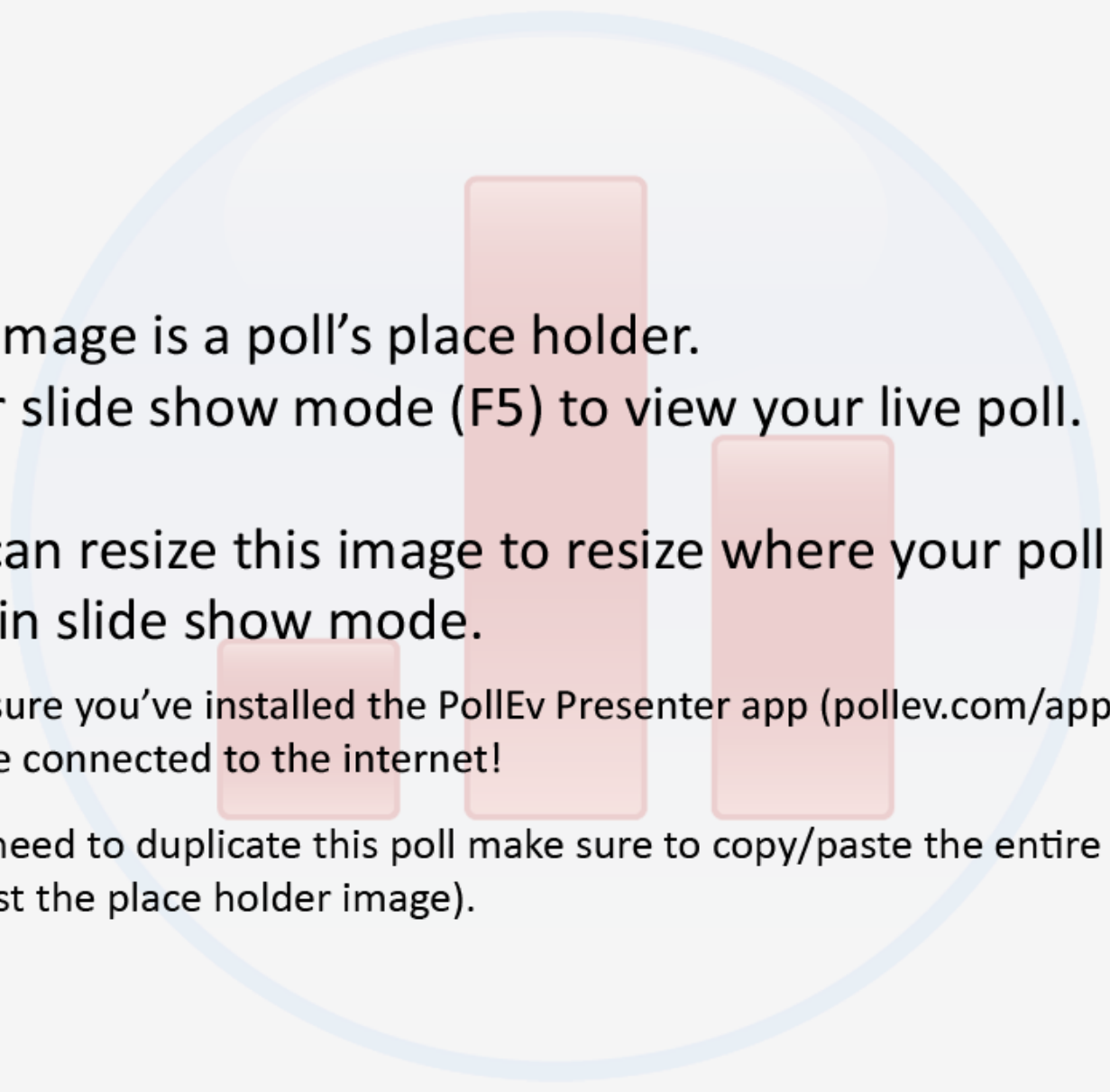


How Different Was It?

How **different** was your evaluation of principals from the way you used to do it?

How “honest, “frank,” and specific was the **feedback** you provided your principals?

Would your **principals say** that their evaluation helped them to be a better principal?

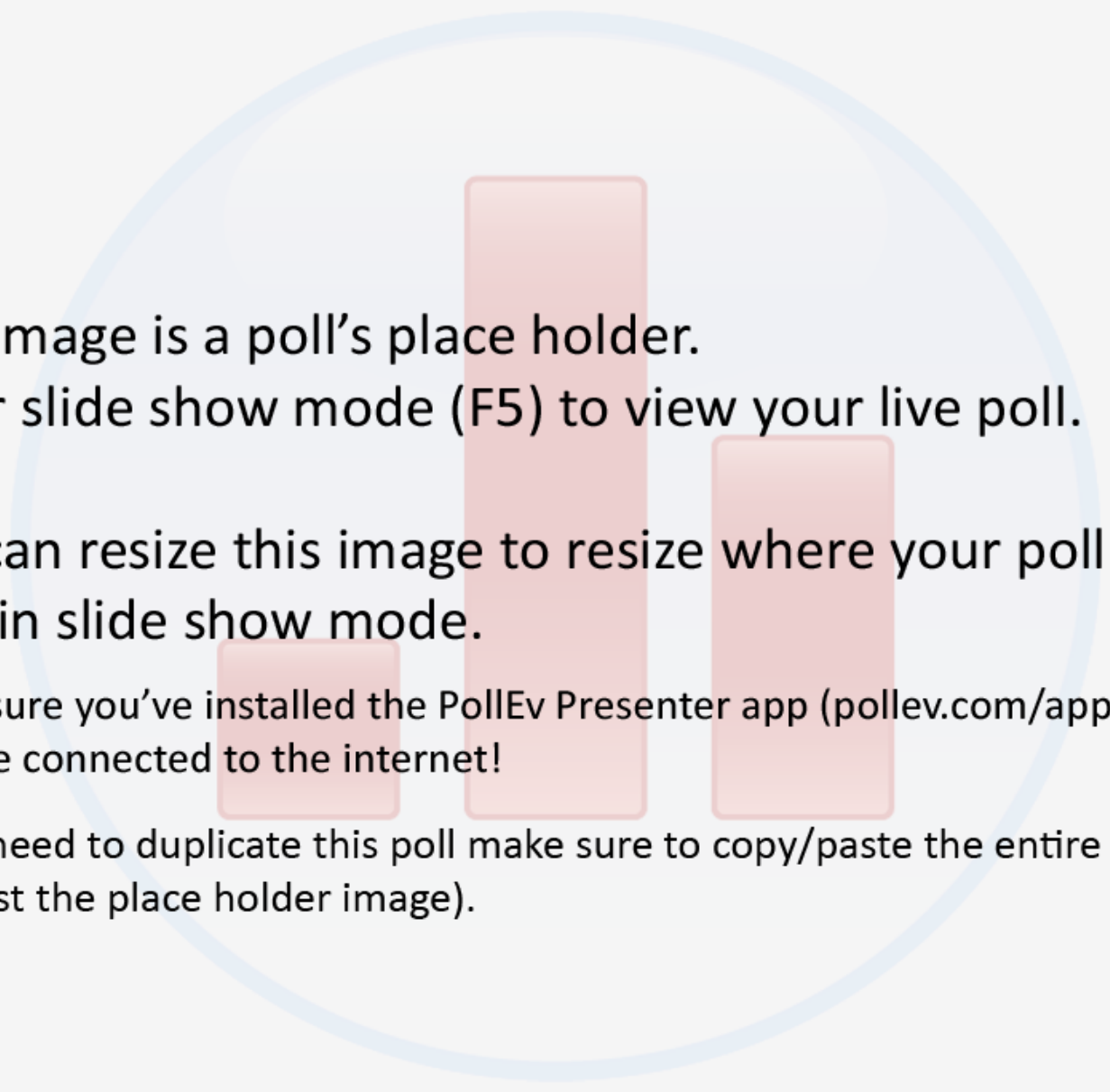


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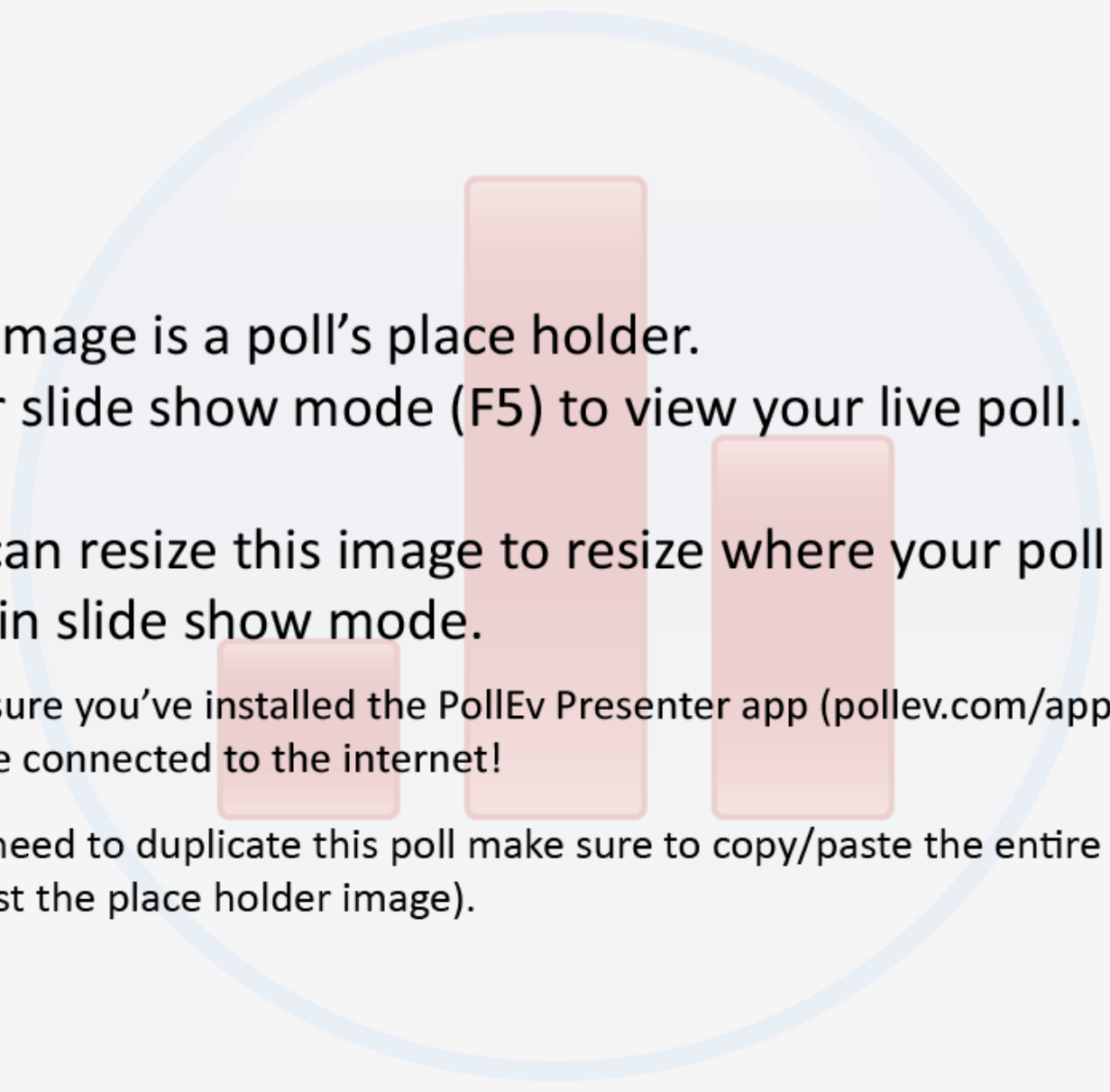


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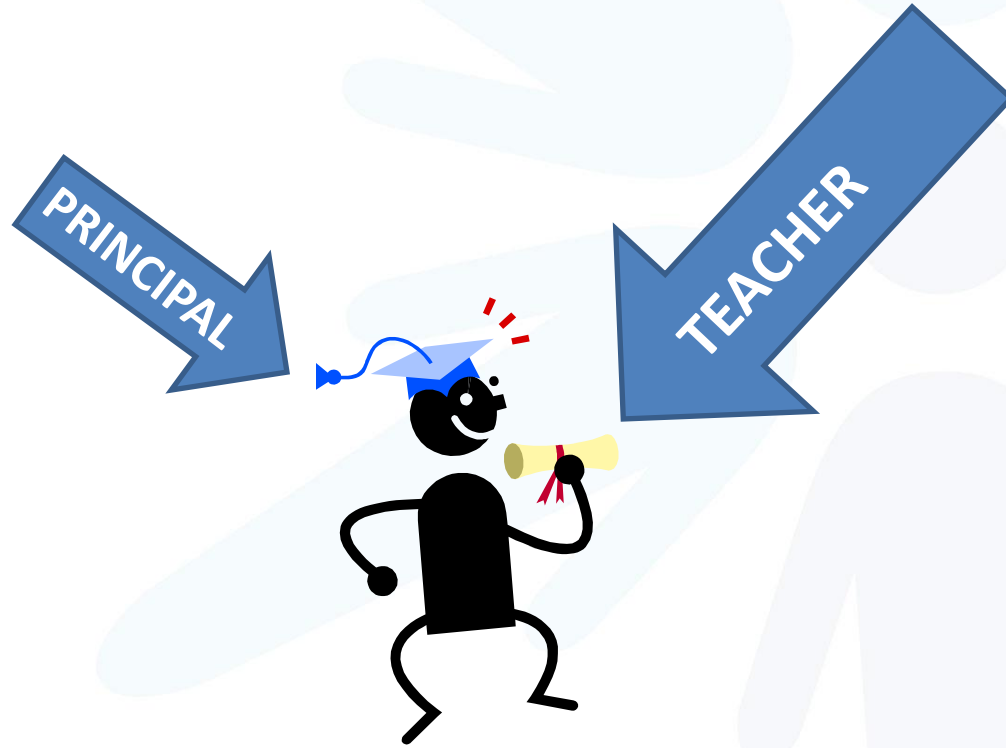
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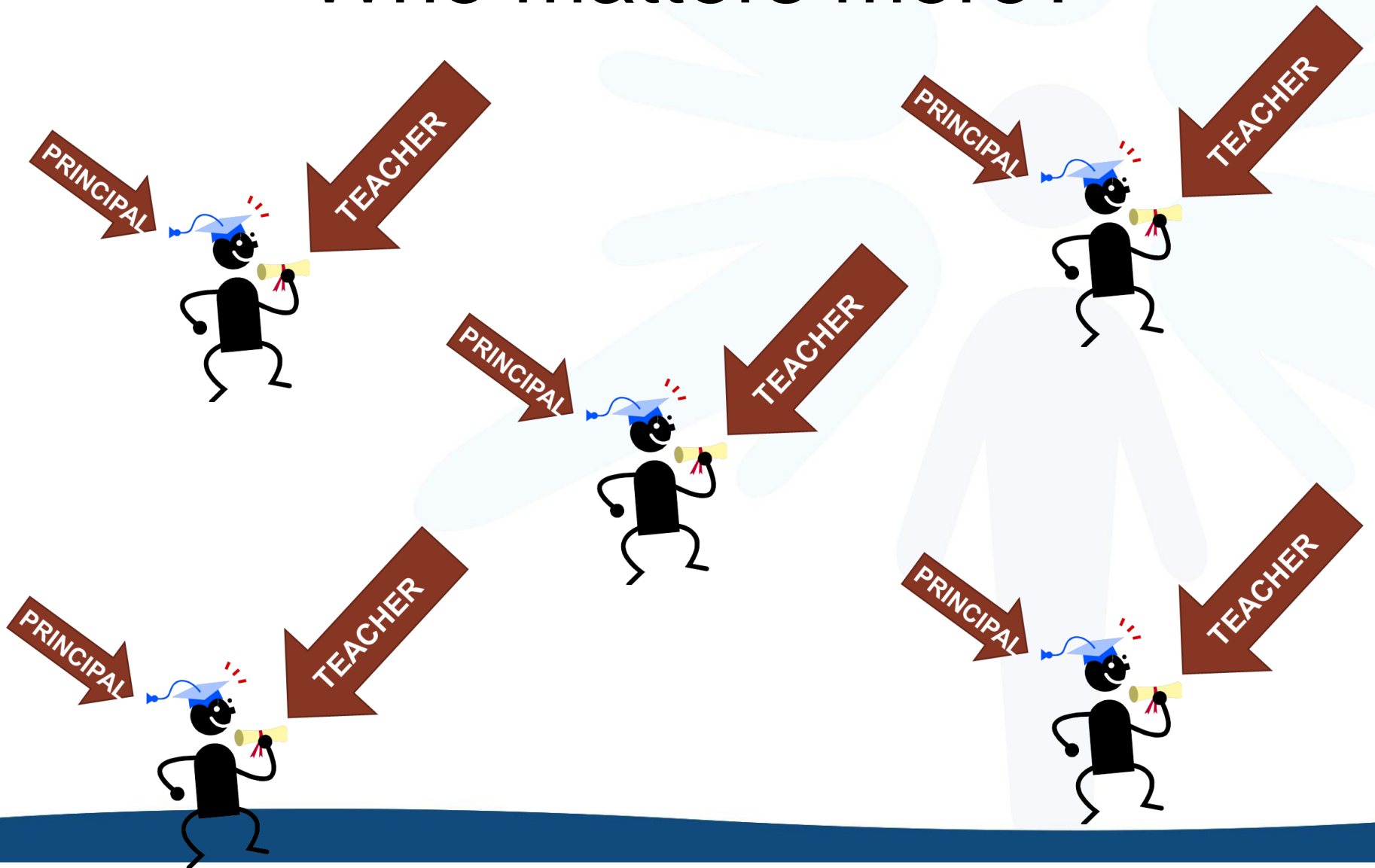
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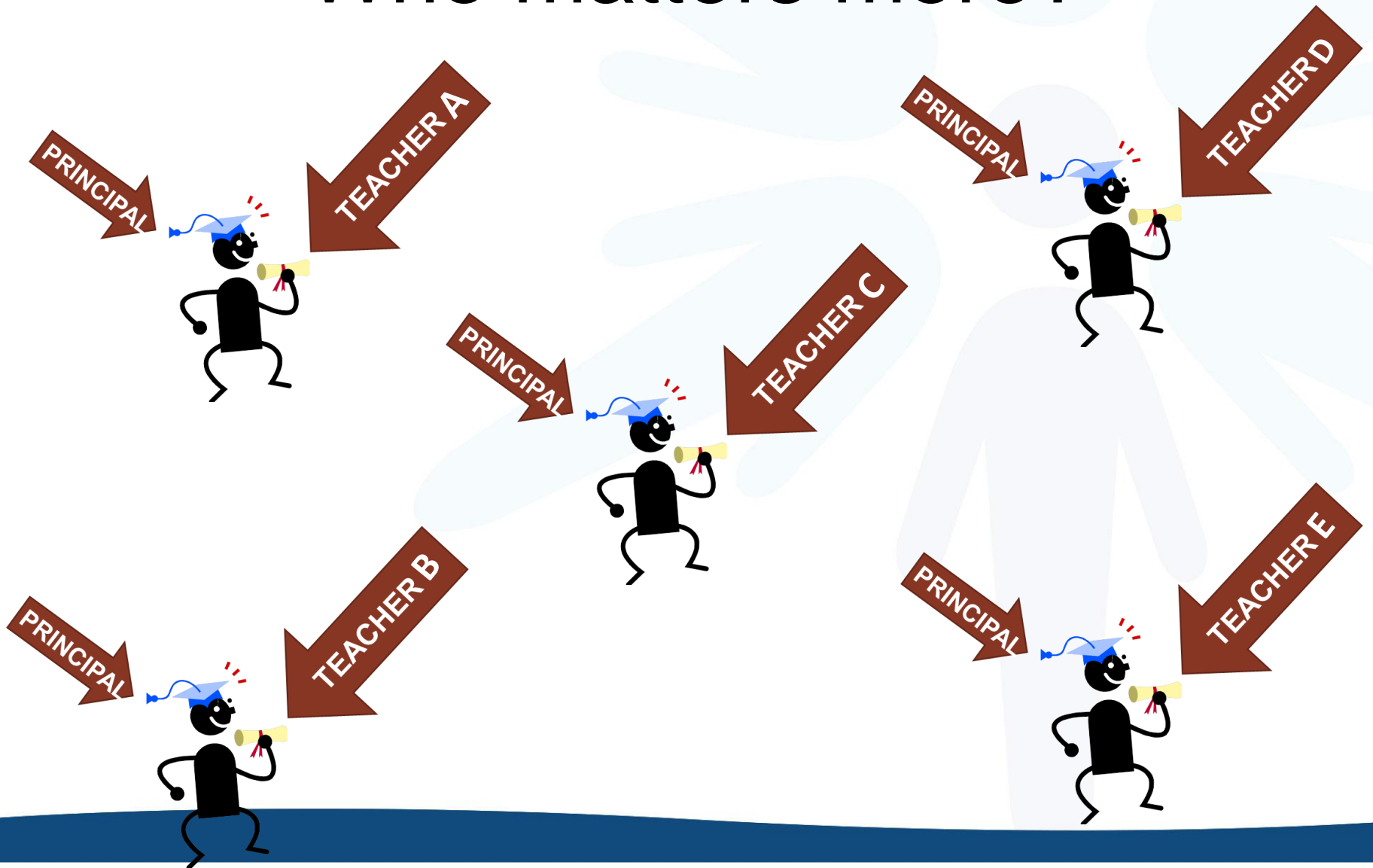
Who matters more?



Who matters more?

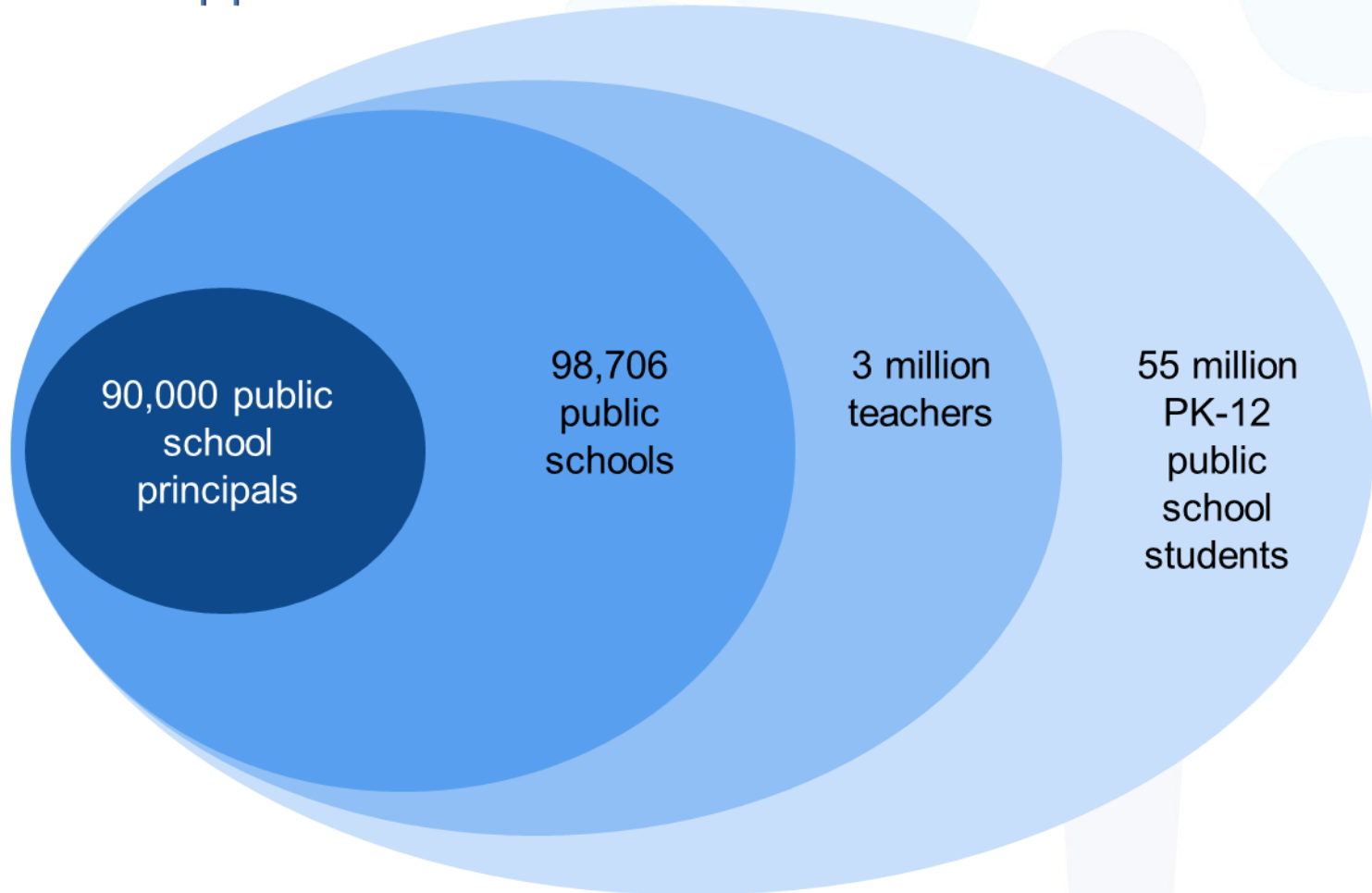


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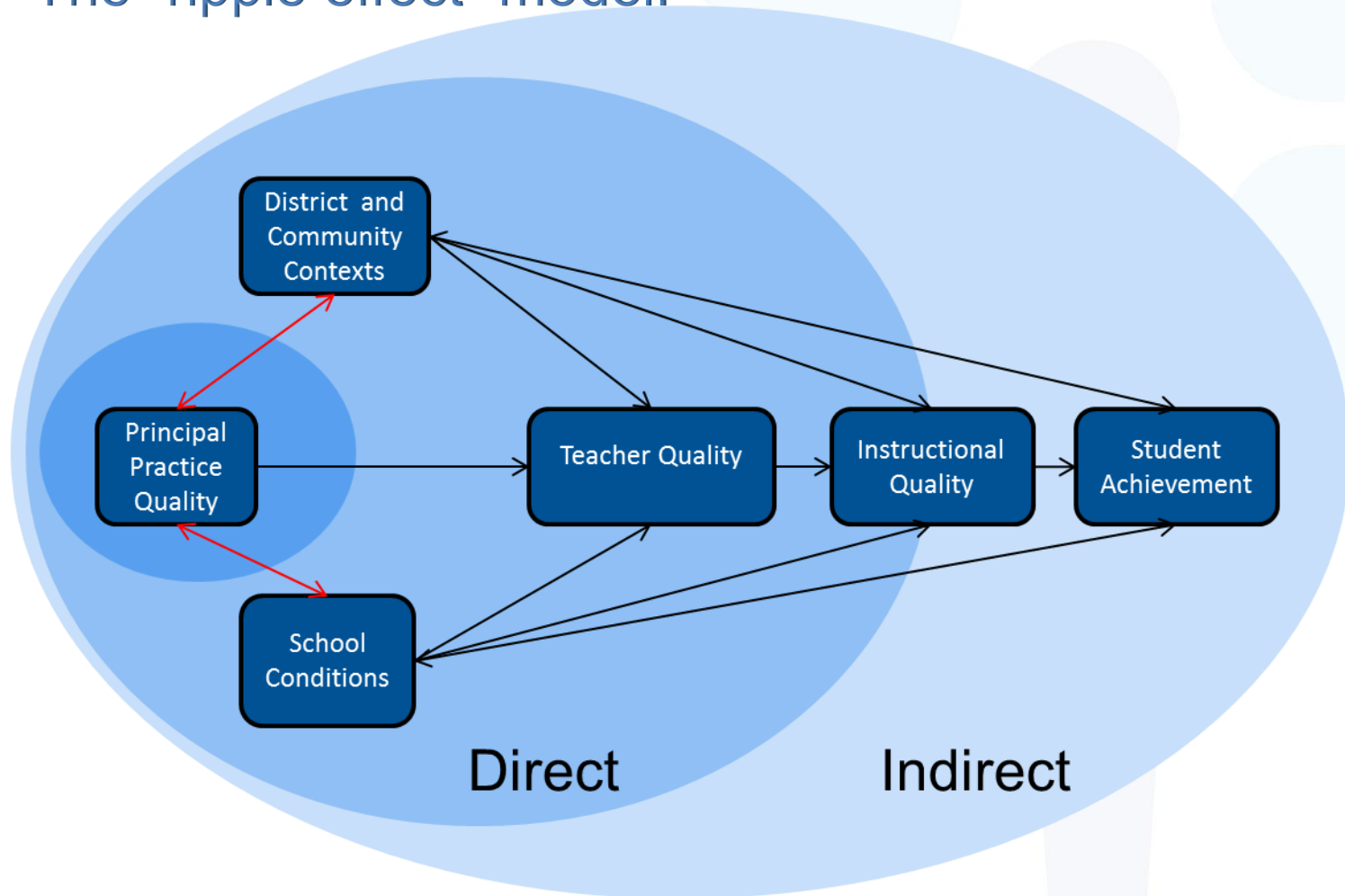
Literature Update (AIR)

The “ripple effect” model:



Literature Update (AIR)

The “ripple effect” model:



An *updated* Year in the Life

| | August | September | October | November | December | January | February | March | April | May | June | July | | |
|------------------------------|------------------------------------|--|-----------------------|------------------|-------------------------------|-----------------------|--|------------------|-----------------------|-------------------------------|--|-------------------------------|----------------------------------|------------------------------|
| Professional Practice (APPR) | | Beginning of the year meetings for SLO-setting and evidence collection for Standards 1&2 | | | | | Mid-year meetings for SLO monitoring and evidence collection discussions | | | | End-of-year meetings for SLO wrap-up and summative evaluations | | | Professional Practice (APPR) |
| | | Mini-observations: evidence collection and growth-producing feedback conversations | | | | | | | | | | | | |
| | | Extended-observations: pre-conference, evidence collection, post-conference for announced observations, evidence collection and post-conference for unannounced observations | | | | | | | | | | | | |
| | | Improvement Plan Implementation | | | | | Improvement Plan Monitoring Meetings | | | | Improvement Plan Summation | | | |
| | | Evidence Collection Instructions | | | Evidence Collection Reminders | | Evidence Collection Check | | | Evidence Collection Reminders | | Evidence Collection Deadline | | |
| Standards | Summer professional development: | | | | | | | | | | | | Summer professional development: | |
| | | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | Faculty Meeting: | | |
| Data (DDI) | Publish Common Assessment Calendar | | | | | | | | | | | | | |
| | | | Common Asmnt Meetings | | | Common Asmnt Meetings | | | Common Asmnt Meetings | | | Common Asmnt Meetings | | |
| Culture | | Common planning time: monitor use of time and protocols | | | | | | | | | | Schedule common planning time | | |
| | | | Conference Day: | | | | | | Conference Day: | | | | | |
| | | Culture action: | Culture action: | Culture action: | Culture action: | Culture action: | Culture action: | Culture action: | Culture action: | Culture action: | Culture action: | Culture action: | | |

Tool

Using the Supervisor's Guide

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Supervisor's Guide

- ✓ Go through the checklist and review the things you did last year.
- ✓ When done, talk about which things were easier to do and which were more difficult or problematic.
- ✓ Discuss the evidence you collected along the way.

Supervisor's Guide

What is missing that should be added?



Tool

School Visit Organizer

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Planning Visits

School Visit Organizer

Principal Name: _____ Date: _____

announced visit unannounced visit

What goals do you have for the visit? What questions do you have?

Who would you speak with?

What artifacts would you seek from the principal?

What other evidence would you hope to collect?

Where would you go with the principal?

What would you do with the principal?

Another Tool

Contextualized Goal-Setting

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Contextualized Evidence Collection

- This remains a way to provide “focus” to your evaluation process
- This employs the ISLLC Standards as intended
- This might actually improve the implementation of an initiative

Coaching Your Principal

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Coaching Literature

Read some of the synthesis of the coaching literature in the context of principal evaluation.

- Everyone reads intro
- Each person reads about one competency
- Discuss, in turn

Coaching Rubric

Take a look at the rubric that accompanies the model described in the literature synthesis.

- Look it over
- Think about how you did last year
- Talk about the rubric at your table; what does the rubric “say” to the principal evaluator?

Looking at Some Evidence

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Evidence Review

Let's watch a principal providing feedback to a teacher.

How did the principal do?

How would you coach the principal?

Evidence Review

Let's watch another principal providing feedback to a teacher.

How did the principal do?

How would you coach the principal?

Support Your Local Principal

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Principal Learning

Principals report that while they are attempting to create conditions to support learning for others, their own learning is not well supported.



Principal Learning

- Do you think the statement from principals is a fair generalization?
- Do *you* expect *your* principals to get better?
- Would *your* principal(s) agree?
- If so, how would she/he *know*?

Principal Learning

What are you planning to...

- Help your principal(s) with time management
- Increase the inter-rater reliability and agreement among your lead evaluators
- Help principals plan their faculty meetings
- Help principals remain positive and be good leaders
- Help principals with *their* learning

Principal Learning



What do you have planned for your principals:

As a group?

Individually?

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Next Session

December 18th: 12:00p - 3:00p

Rodax 8 Large Conference Room

Agenda will include:

- Evidence from a “Faculty Meeting”
- Assessments as evidence
- More productive school visits

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