

Principal Evaluator Training

Day 1
2014-2015

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Agenda



- Introductions
- Objectives and Agenda Review
- Messaging
- Research & Literature
- Article Read
- Planning Visits (and HW)
- Artifact Review
- 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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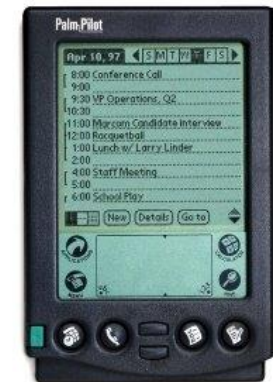
Research & Literature Review

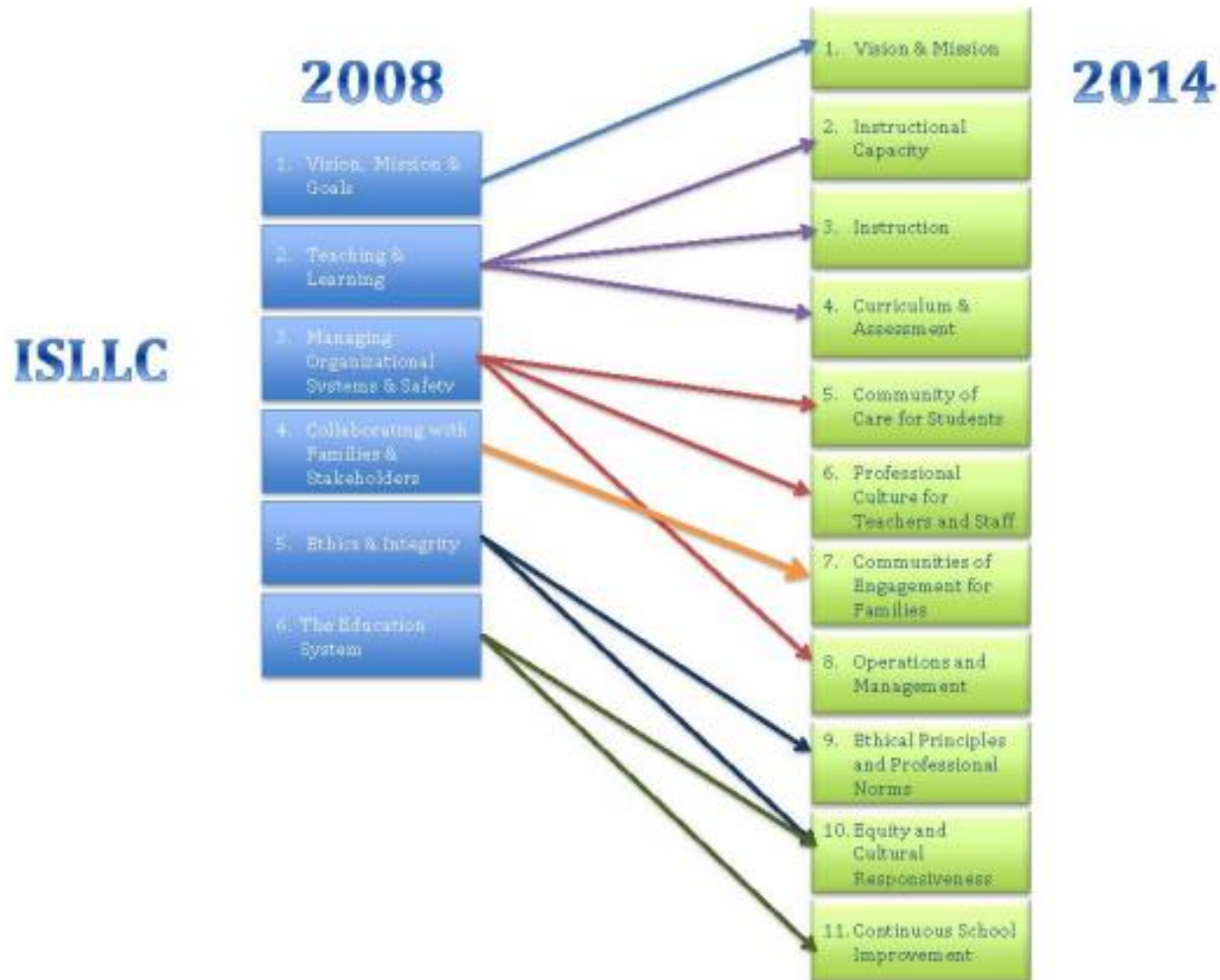
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- First version in 1996
- Modest revisions in 2008
- So, approximately 20 years old



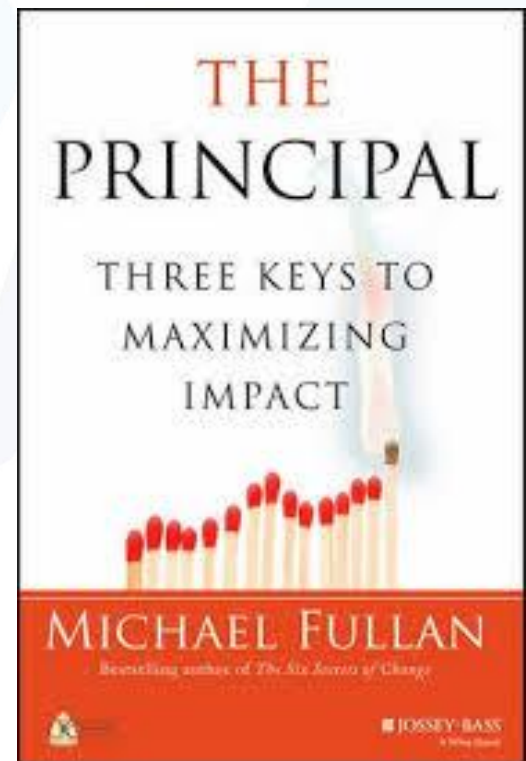


Central Office

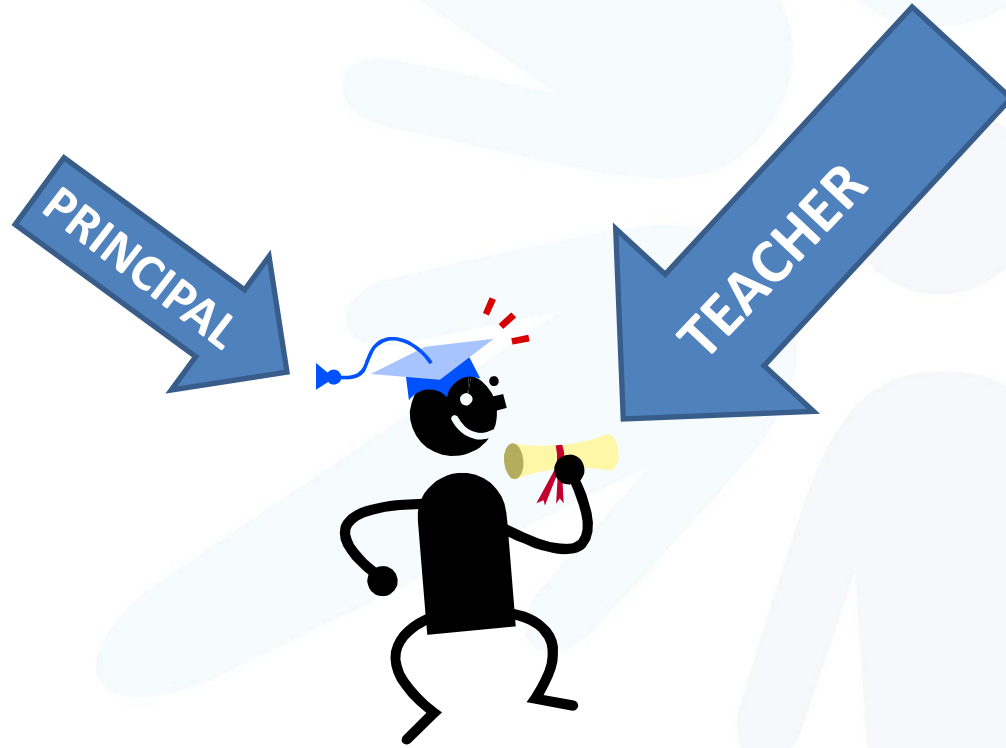
- A shared vision of principals as instructional leaders
- A system of support for developing principals as instructional leaders
- Making it possible for principals to be instructional leaders

Fullan's Three Keys

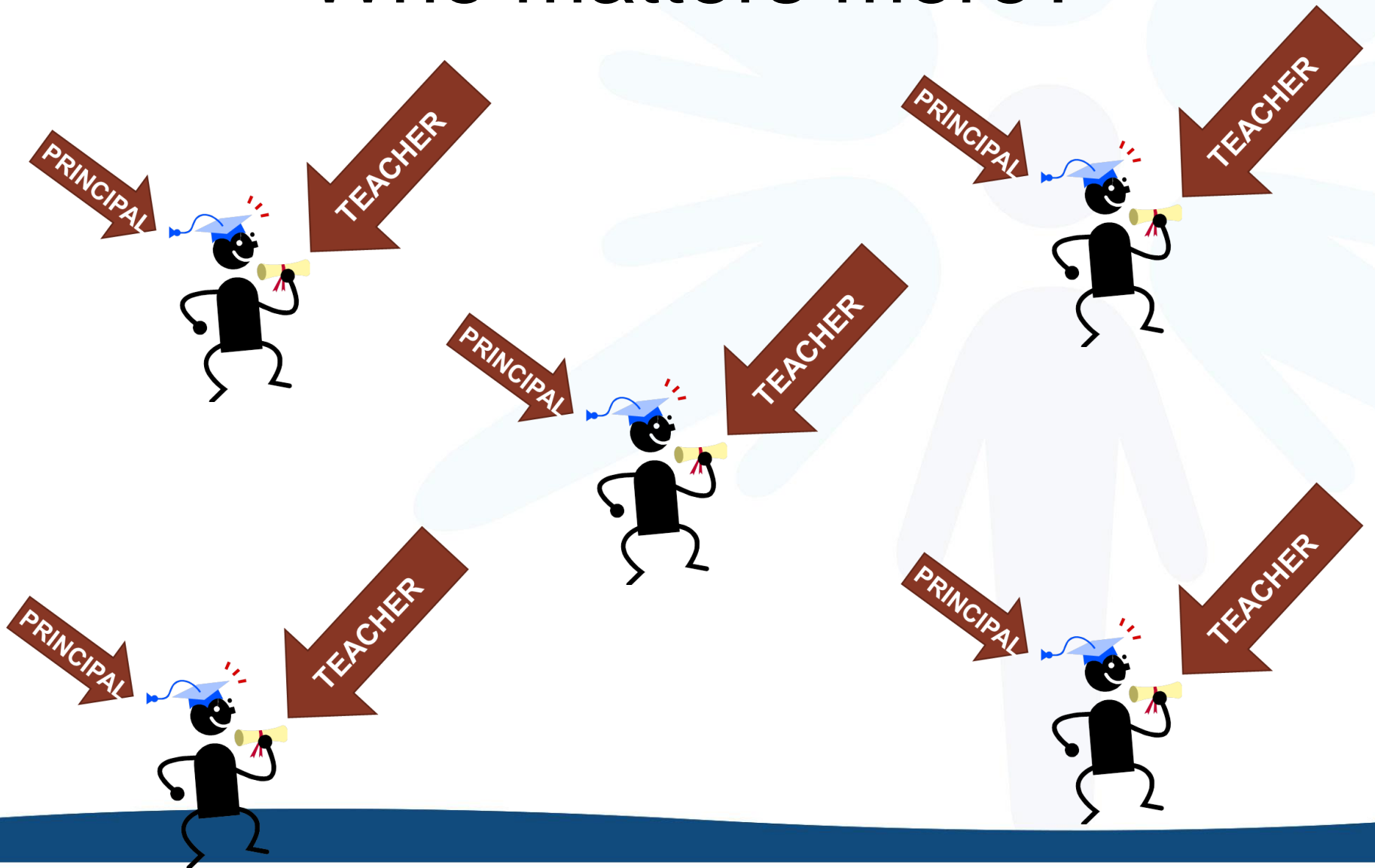
- Leading Learning
- Being a District and System Player
- Becoming a Change Agent



Who matters more?

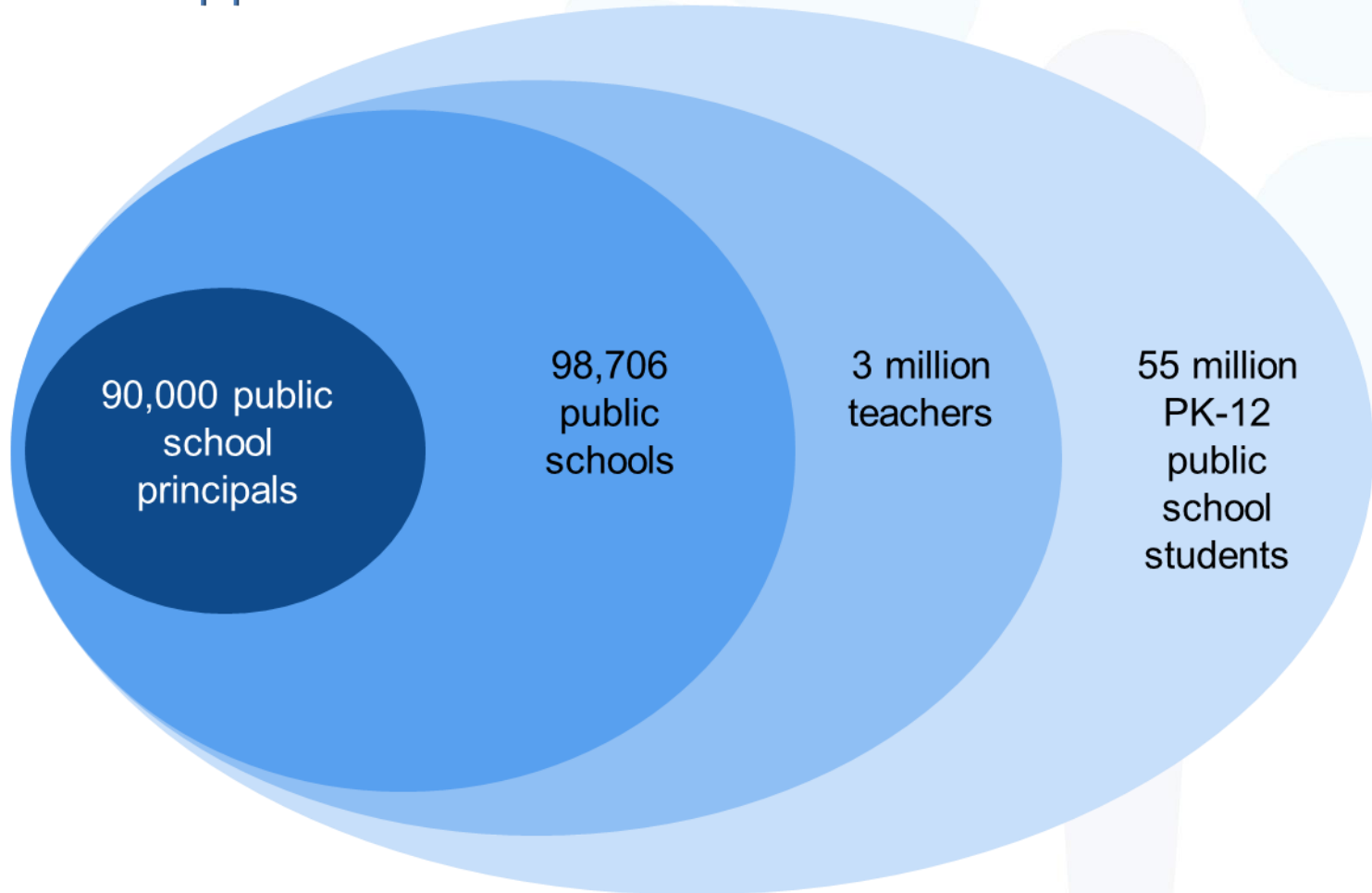


Who matters more?



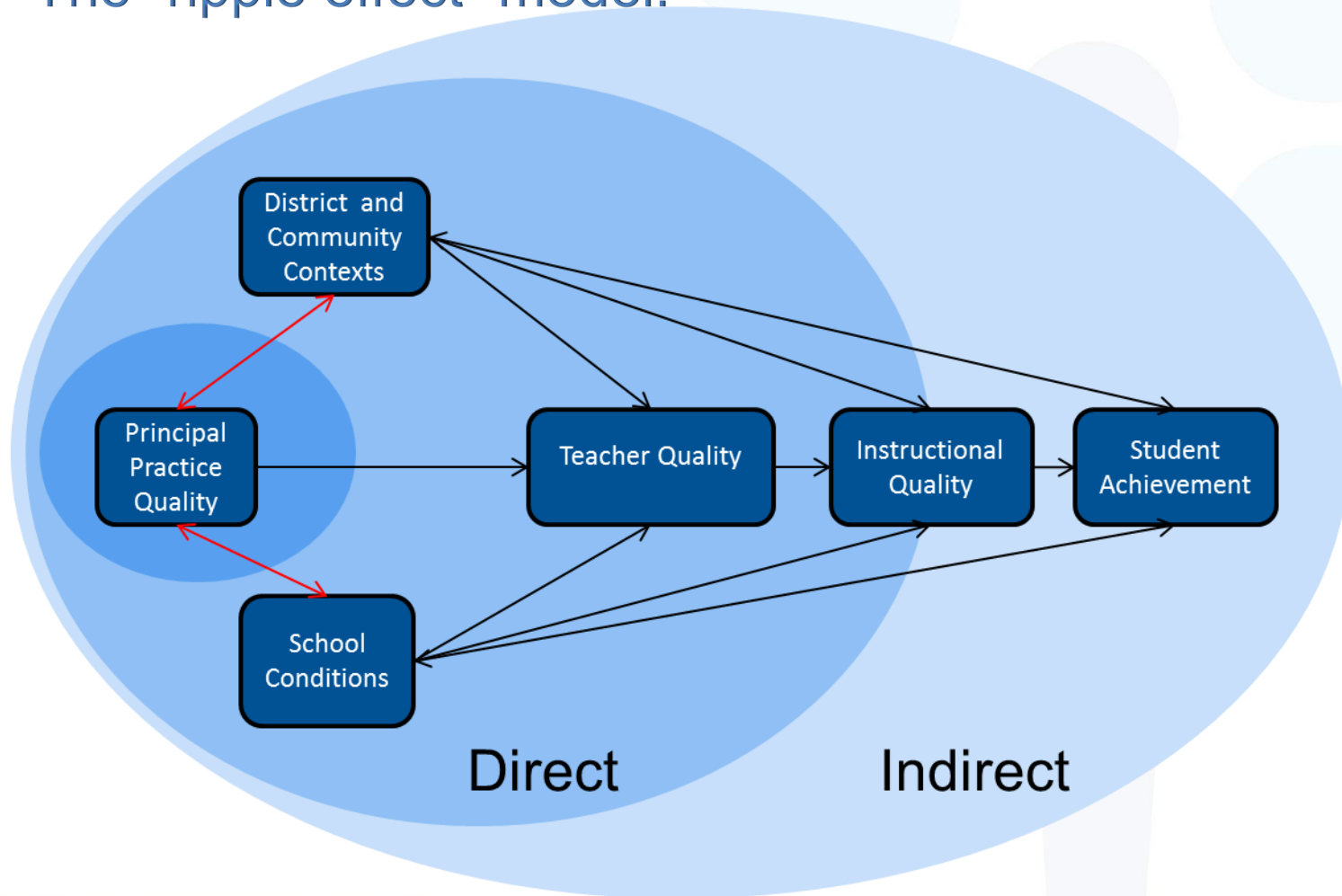
Literature Update (AIR)

The “ripple effect” model:



Literature Update (AIR)

The “ripple effect” model:



Beginning of the Year

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Messages

- What are the three most important things for your principals this year?
 1. _____
 2. _____
 3. _____
- How do they know?

A 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:	Standards	
		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												Data (DDI)	
		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	Culture	
		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:		

Supervising Principals: How Superintendents Can Improve Teaching and Learning in the Classroom

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Article Read

- Divide up article (four sections)
- Go to corner of room
- Read section; discuss
- Return to table; report out
- SO WHAT?

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?

Homework

Accompany a principal on an observation

1. Pre
2. Evidence Collection
3. Post

Homework

Accompany a principal on an observation

Driving Forces >>> | <<<Restraining Forces



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

Next Session

December 10th: 12:00p - 3:00p

Agenda will include:

- Evidence
- Giving principals feedback about giving teachers feedback
- More productive school visits

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