

Principal Evaluator Training

Day 1
2015-2016

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Agenda



- Introductions
- Objectives and Agenda Review
- Research
- SED Update: Principal Scores
- Negotiations
- Questions
- Support Your Local Principal

Nine Required Components

3012-c

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

3012-d

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile method
4. Application and use of the State-approved teacher or principal rubrics
5. Application of assessment tools the district employs

Nine Required Components

3012-c

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

3012-d

6. Application and use of State-approved locally selected measures of student growth
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used by the state and the district
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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Opening Activity: What Matters Most?

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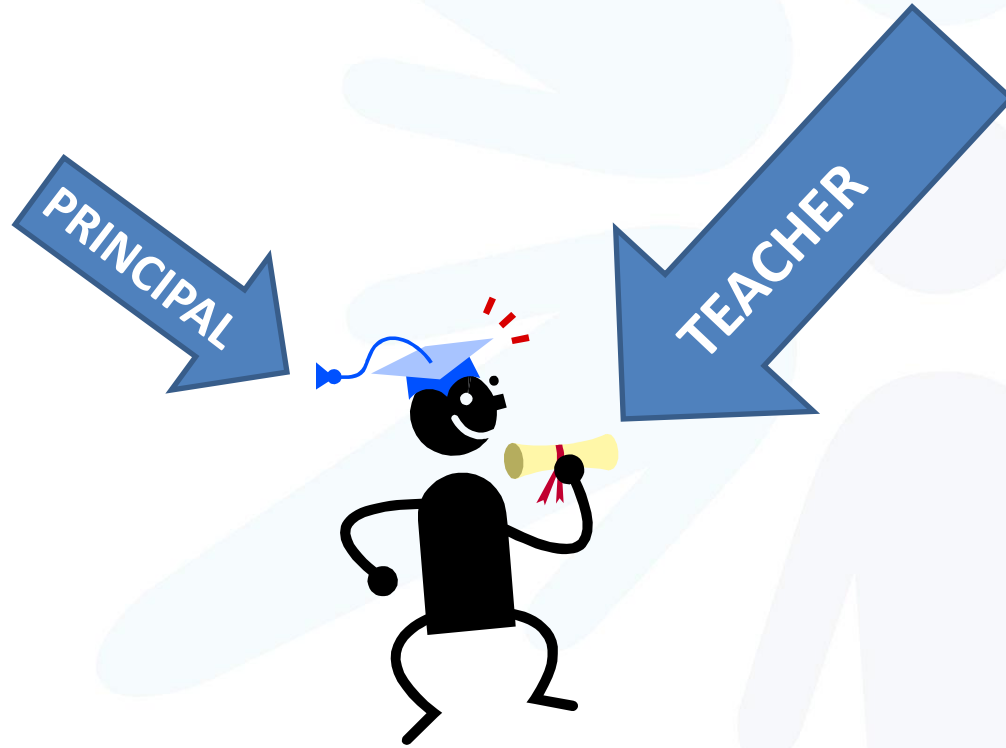
Research & Literature Review

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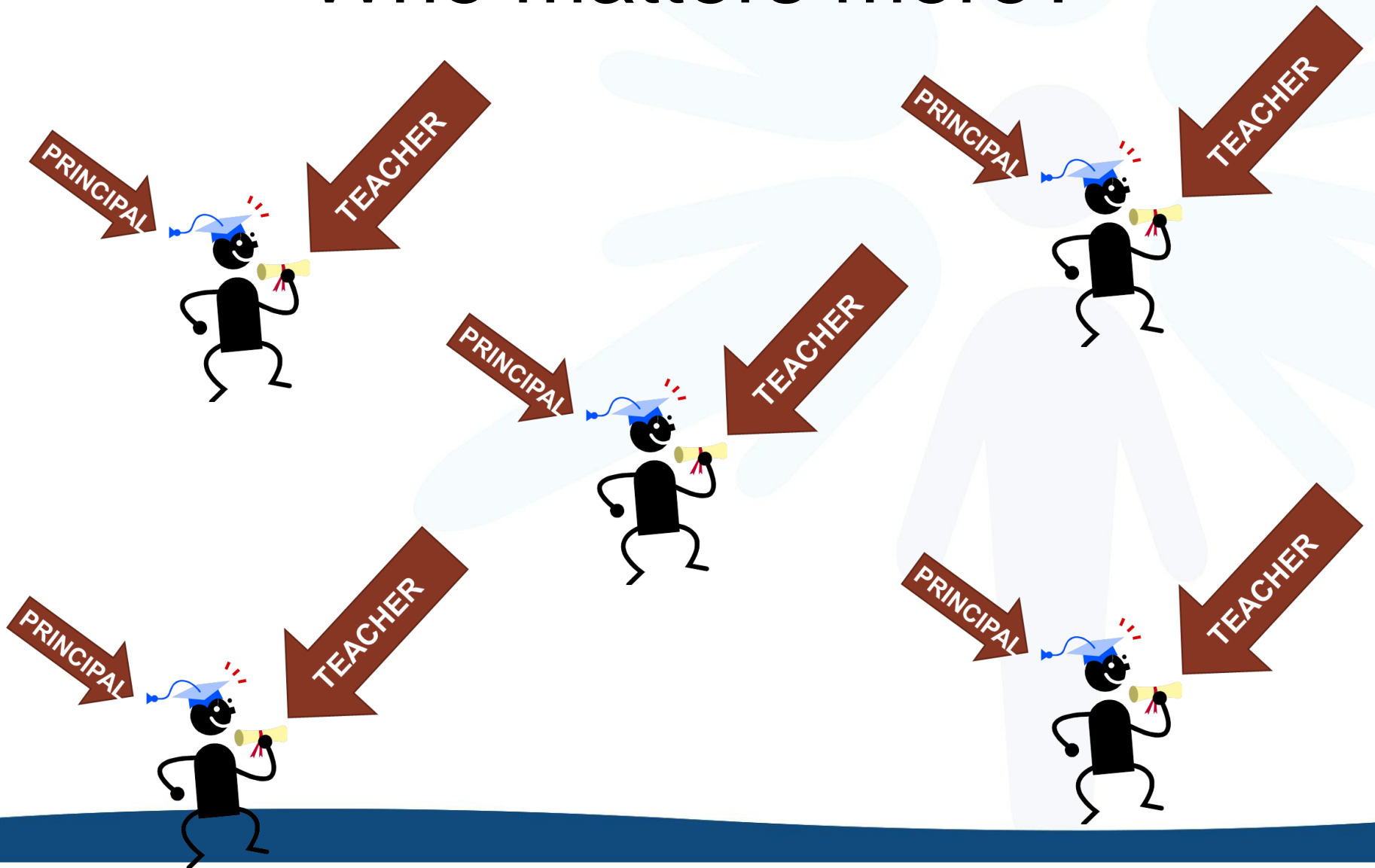


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Who matters more?



Who matters more?



Principal Conversations

LeFevre, D. M. & Robinson, V. M. (2015)
The interpersonal challenges of instructional leadership: Principals' effectiveness in conversations about performance issues. *Educational Administration Quarterly*, 51(1), p. 58-95.

Principal Conversations

Three barriers to effective instructional leadership:

1. Administrative tasks distract from the core business of improving teaching and learning
2. Leaders inadequate knowledge about effective teaching and learning
3. Skill to help teachers improve

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Principal Conversations

Principals and teacher performance issues:

- The most common response to teacher incompetence has been to tolerate, protect and/or avoid
- Conversations have avoided the truth
- It's hard to give negative feedback after years of double-talk and ceremonial congratulations

YET: Most teachers and administrators agree that the number of teachers who receive unsatisfactory evaluations is less than actual number of unsatisfactory teachers

Principal Conversations

Productive conversations depend on principal being able to (from least important to most):

1. Express a grounded point of view
2. Seek deeper understanding of the other's point of view
3. Check for understanding
4. Help other to consider other point of view
5. Consider other points of view
6. Reach agreement about effective and integrative solutions

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True for any conversation... with teachers and with parents...

Principal Conversations

Are there patterns in principals' difficult conversations (with parents, teachers, and both)?

- Principals have modest skill level
- More consistently closed conversations rather than open
- Jump to solutions prior to through consideration (less inquiry)

Principal Conversations

Conclusion: The overall modest to low skill levels demonstrated [in the study] highlight the need to provide leaders with sustained, high-quality opportunities to learn how to effectively deal with difficult conversations

Some of this comes from Lead Evaluator Training, but more is needed. **From where?**

Three-Minute Pause

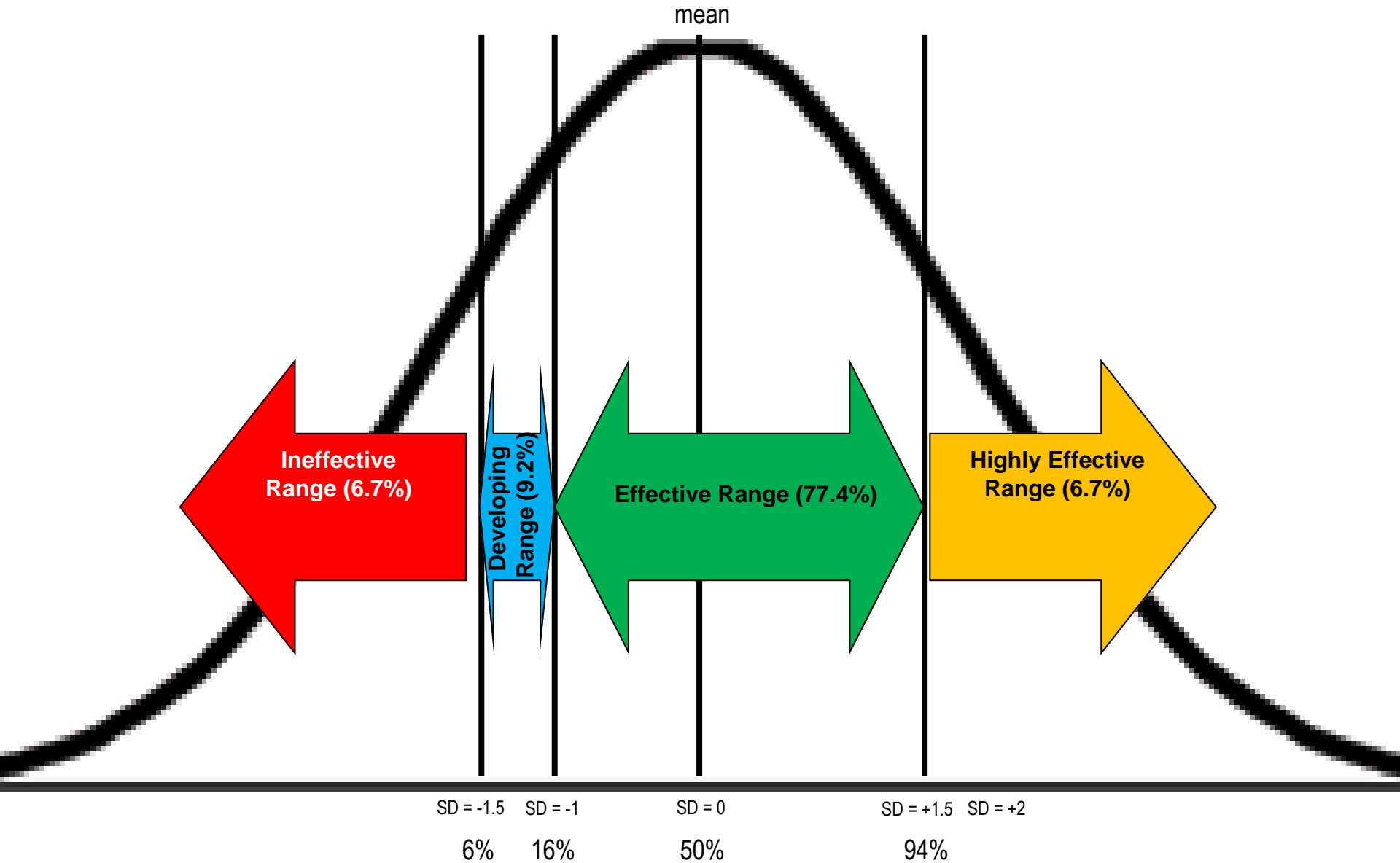


SED Information: Principal and Teacher Scores from the State

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SGPs to MGPs for Principals

Principal Jensen's School		
	SGP	BEDS-Assessment Day Enrollment
Student Q	45	Yes
Student R	40	Yes
Student S	70	Yes
Student T	60	No
Student U	41	Yes

Same minimum sample size requirements (16 student scores) for principals as for teachers.

To measure principal performance, we find the mean growth percentile (MGP) for all her students who were enrolled on BEDS day and assessment day. To find a principal's mean growth percentile, take the average of SGPs in the school:

Step 1: $45+40+70+41 = 196$

Step 2. $196/4 = 49.$

Principal Jensen's mean growth percentile (MGP) is 49, meaning on average her students performed as well or better than 49 percent of similar students.

GREs for Principals

Simplified Illustrative Example

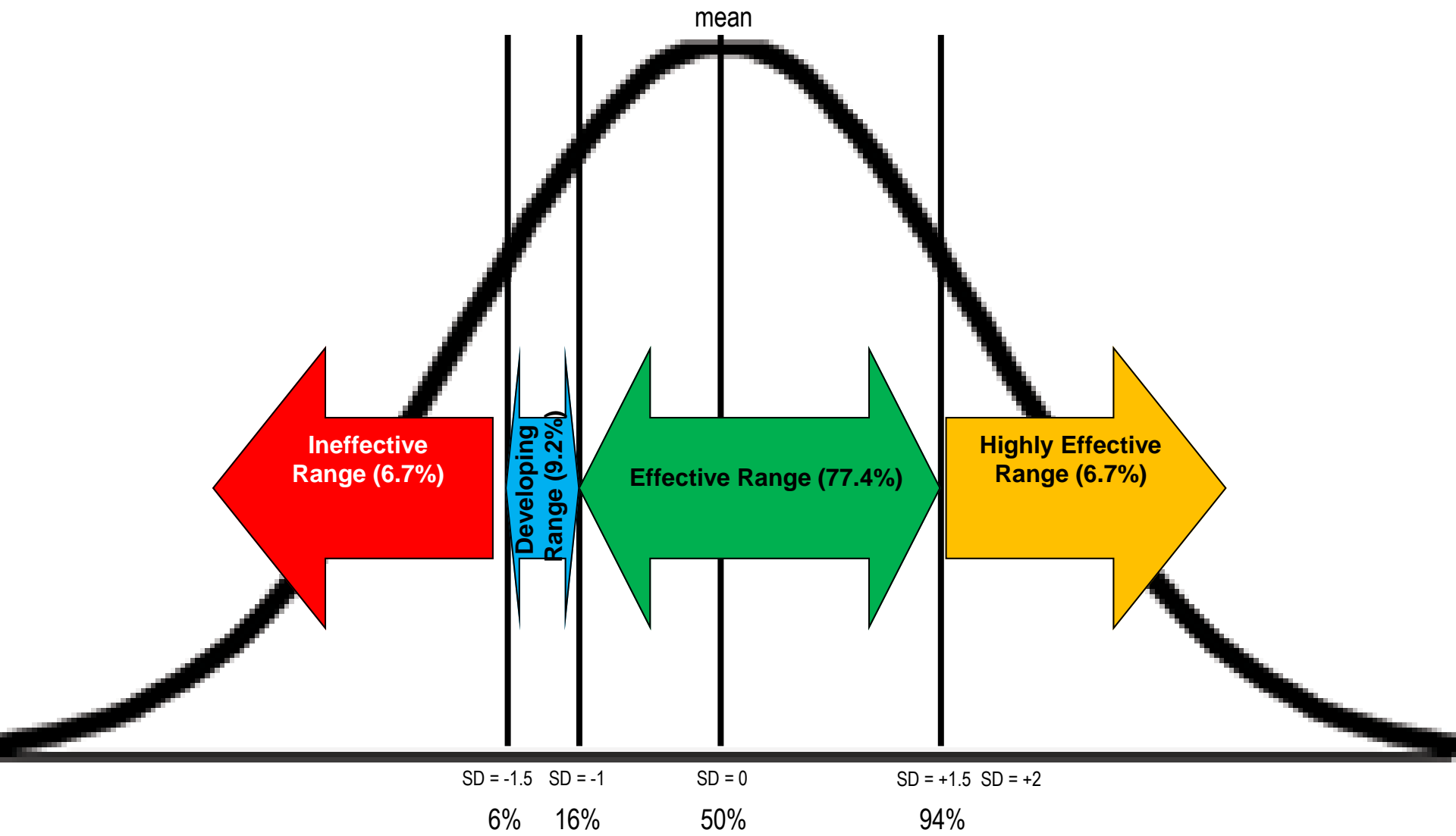
Student	Number of Regents Passed This Year For This Student	Number of Regents Passed This Year by Similar Students	Difference
Jessica	1	1	0
Tyler	2	2	0
Ashley	1	2	-1
Emily	3	2	1
Jacob	3	2	1
Total Difference (Sum of Differences)			1
Average Difference (Total Difference/Number of Students)			$1/5 = .2$

Principal's score on this metric is 0.2. On average, students at this school are passing 0.2 Regents Exams more than similar students statewide. A zero represents average or effective results.

NOTE: 0 means student or school achieved the average (or “effective”) result compared to similar students statewide.

Distribution of HEDI Labels

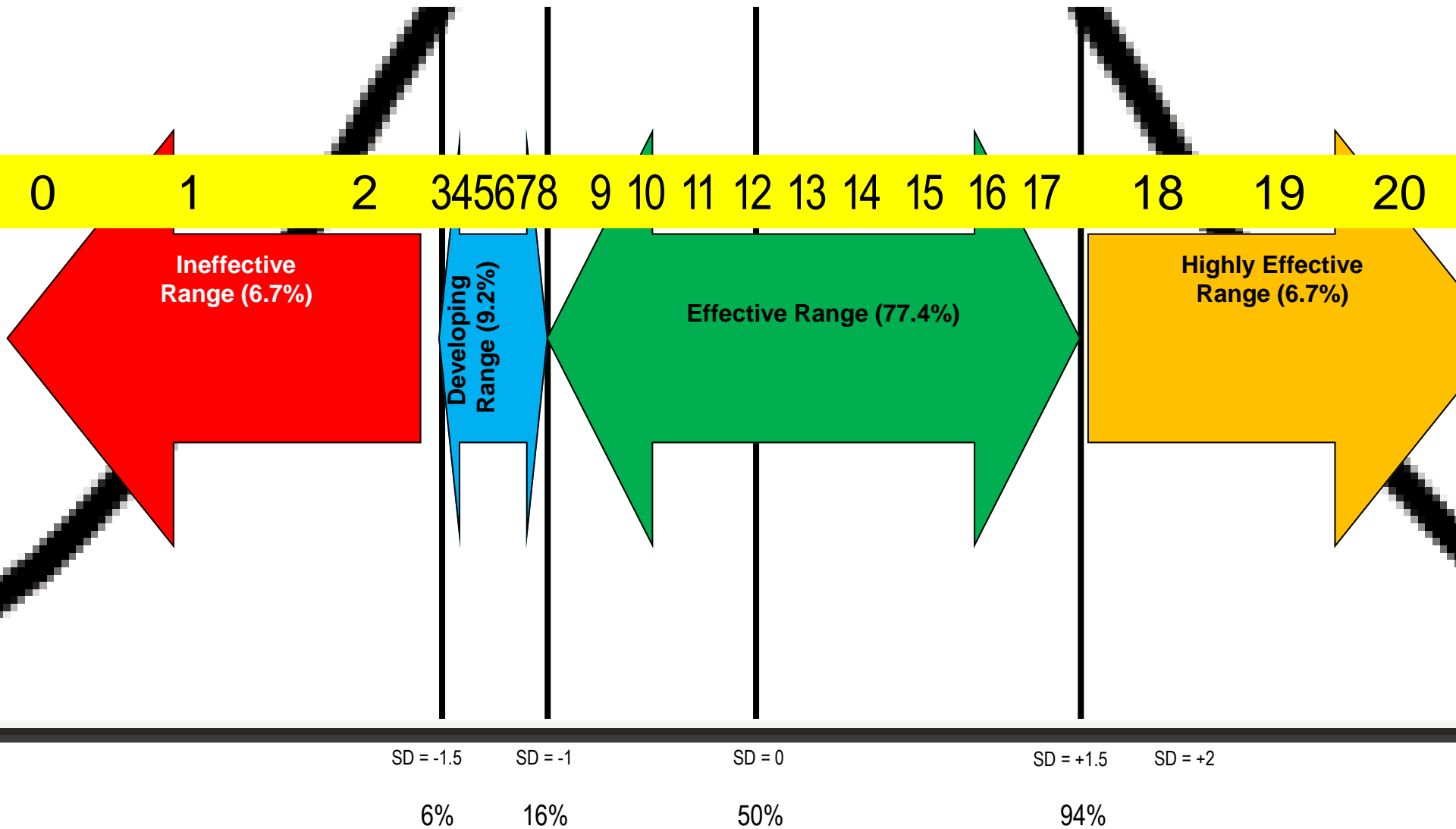
State-Provided Teacher and Principal Scores



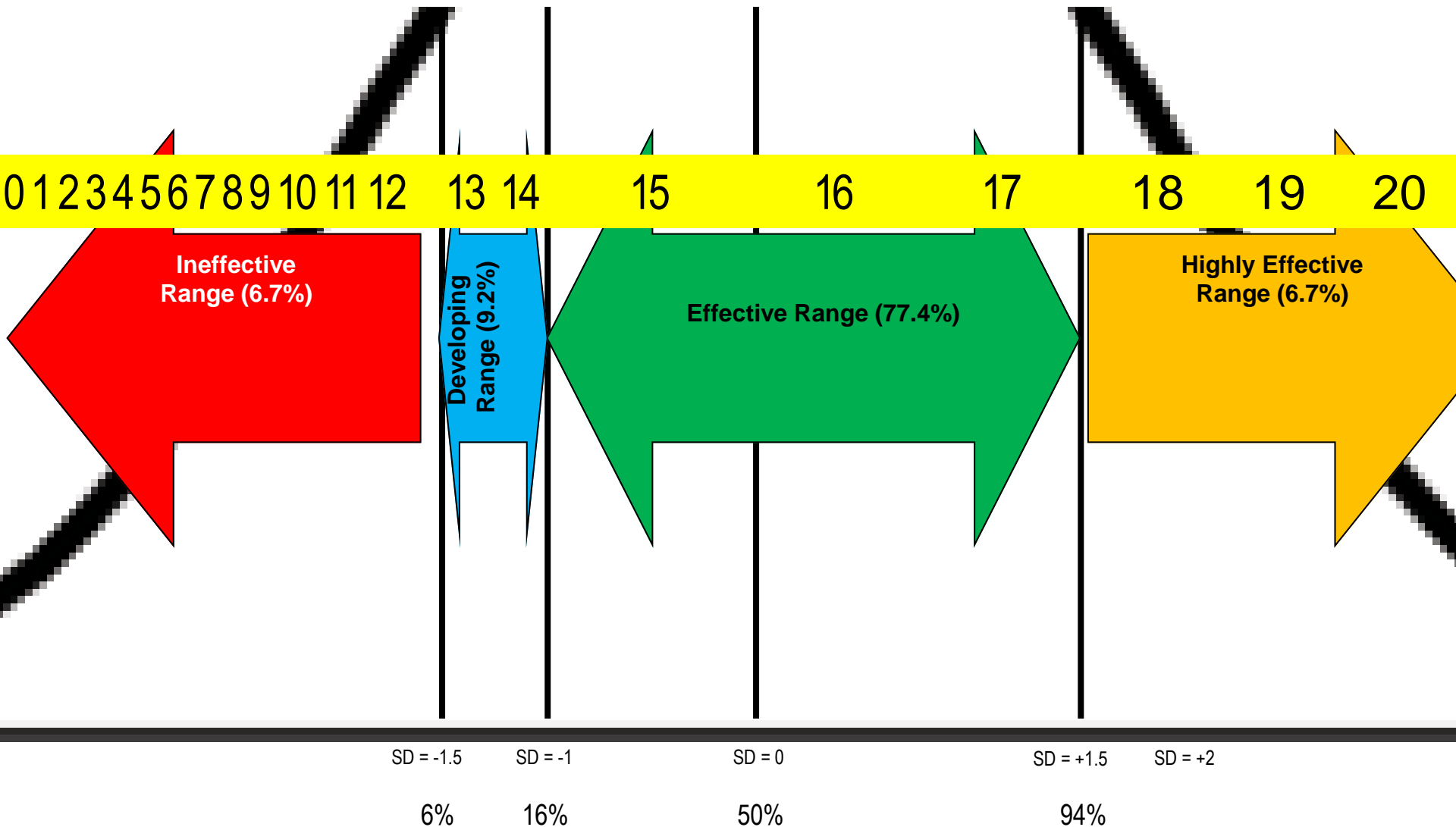
Assigning Points to HEDI Labels

Growth Rating	Description	Growth Score Range: 3012-c	Growth Score Range: 3012-d
Highly Effective	Well-above state average for similar students	18-20	18-20
Effective	Results meet state average for similar students	9-17	15-17
Developing	Below state average for similar students	3-8	13-14
Ineffective	Well-below state average for similar students	0-2	0-12

Assigning Points to HEDI Labels Previous Distribution



Assigning Points to HEDI Labels Future Distribution



§3012-c to § 3012-d Scoring Bands

KEY	Description
Ineffective	Well-below state average for similar students
Developing	Below state average for similar students
Effective	Results meet state average for similar students
Highly Effective	Well-above state average for similar students

HEDI Points	3012-c Bands		3012-d Bands	
	Min MGP	Max MGP	Min MGP	Max MGP
0	9	28	9	22
1	29	31	23	24
2	32	35	25	25
3	28	35	26	26
4	36	36	27	27
5	37	37	28	28
6	38	38	29	29
7	39	39	30	30
8	40	41	31	31
9	36	43	32	32
10	44	45	33	33
11	46	48	34	34
12	49	50	35	35
13	51	52	28	37
14	53	55	38	41
15	56	57	36	48
16	58	60	49	55
17	61	69	56	69
18	67	68	67	68
19	69	72	69	72
20	73	97	73	97

*For illustrative purposes only. 3012-d scoring bands were not in place for most teachers during 2014-15. The minimum and maximum MGPs associated with each point range may change in future years based on the MGPs of teachers statewide.

Three-Minute Pause



SED Information: Principal and Teacher Scores from the State

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Details to Work Out

- Number site visits
- Independent Evaluator or not
- Whether to use a supplemental measure
- Scoring ranges
- Those other details...

Tool

School Visits

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Questions and Visits

- What questions do you ask when you meet with your principal? When you go on a school visit?

The ISLLC Standards and School Visits		
ISLLC Standard	Questions to Ask	School Visit Look-Fors
<p>4 Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders</p> <p>A. Collaboratively develop and implement a shared mission and vision</p> <p>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</p> <p>C. Create and implement plans to achieve goals</p> <p>D. Promote continuous and sustainable improvement</p> <p>E. Monitor and evaluate progress and revise plans</p>	<p>What is your shared vision for the school?</p> <p>What will you need to have in place for this vision to be realized?</p> <p>What is in place already?</p> <p>How will you define success? How are you using data to monitor progress toward the achievement of the vision?</p> <p>Why is this vision important for the student learning in your building?</p> <p>How does this vision align to the vision and mission of the district?</p> <p>How have you involved teachers, parents, etc. in defining and describing the vision?</p> <p>What do you look for when observing teacher that is related to the vision?</p>	<p>Review the School Improvement Plan with the principal, paying close attention to the parts of the plan that address the vision.</p> <p>What evidence of the vision is there around the school and in the work that the students are doing?</p> <p>Staff members articulate the vision.</p> <p>Staff members incorporate the vision in their instruction.</p> <p>Student work that reflects the vision.</p>

Questions and Visits

- Each person at your table groups should pick a different page to review.
- After all have been examined, take turns, in order, to review them.
- ***What questions and “look-fors” would you add?***

The ISLLC Standards and School Visits		
ISLLC Standard	Questions to Ask	School Visit Look-Fors
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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

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
- *Helping principals with their conversations*

Three-Minute Pause



Compliance

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Next Session

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

Agenda will include:

- Updates
- Research
- Feedback
- More

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