

# Principal Evaluator Training

Day 2  
2012-2013

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# Agenda

- Introductions & Warm-Up
- Bridging the Gap
- Supervisor Tools
  - Checklists
  - ISLLC Goal-Setting Organizers
- Looking at Evidence
- Planning *Unannounced* School Visits
- Closure

# Warm Up

- What is one thing you've done this year, for principal evaluation, that you never had to do before? How has it gone?
- If you brought any evidence with you, how are you using it?
- Discuss in your table group!

# 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

# “What You Said”

- Same fast pace
- Conversation is good
- Examples and templates are good
- Have people bring something from their school visit(s)
- Have people bring examples of evidence they are collecting
- Continue to compare evidence to standards

# 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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# Bridging the Gap

Working with Principals working with Teachers

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# Principals and Teachers

What are the typical/traditional ways principals have interacted with teachers?

Jot down some things on the left hand side of the organizer.

# Principals and Teachers

How do we want principals to interact with teachers?

Jot down some things on the right hand side of the organizer.

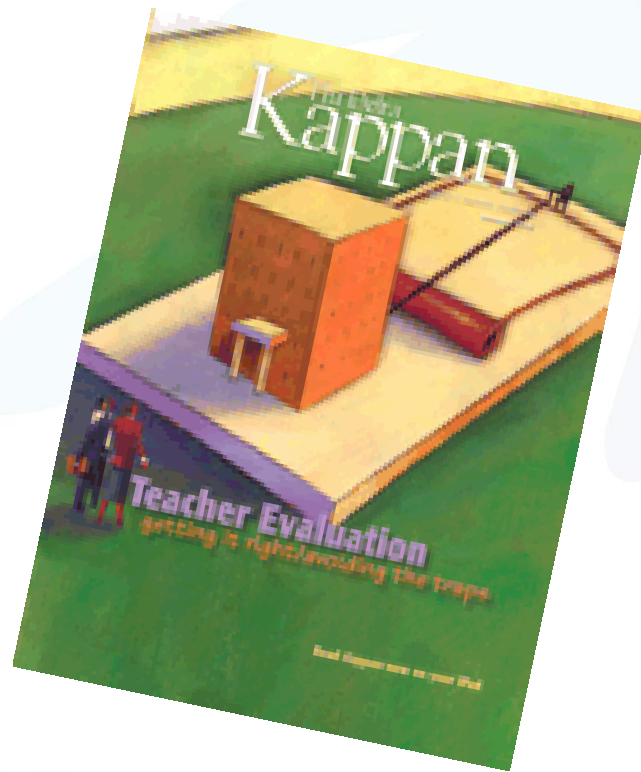
# Principals and Teachers

What are some ways to bridge the gap?

Jot down some things on the center of the organizer.

# Leading Leaders (article)

Read the article from the November *Kappan* by Paul Bambrick-Santoyo.



# Principals and Supervisors

Turn over the organizer.

As a table, repeat the process, this time for how we want supervisors to interact with principals.

# Some New Tools

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# The Check-list

Take a look at the checklist.

What can you check-off?

What can you add that wasn't listed?

Is this tool helpful?

# Contextualized Goal Setting

Take a look at the three different organizers.

How do they work?

What can you add that wasn't listed?

Is this tool helpful?

# Looking at Some Evidence

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# Evidence Review

Look at the evidence (all about a unit planning initiative). Discuss:

- To which ISLLC standard does it fit?
- What is it evidence of?
- What questions would you ask the principal?
- What further evidence might you seek?

# Planning a School Visit

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# Planning an Unannounced School Visit

- Who would you speak with?
- What artifacts would you seek from the principal?
- What other evidence would you hope to collect?
- What are you doing with the artifacts and evidence?
- What (and when) will you tell your principal about it?

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# Next Session

February 13, 2013 - 12:30p - 3:00p – DLC

or

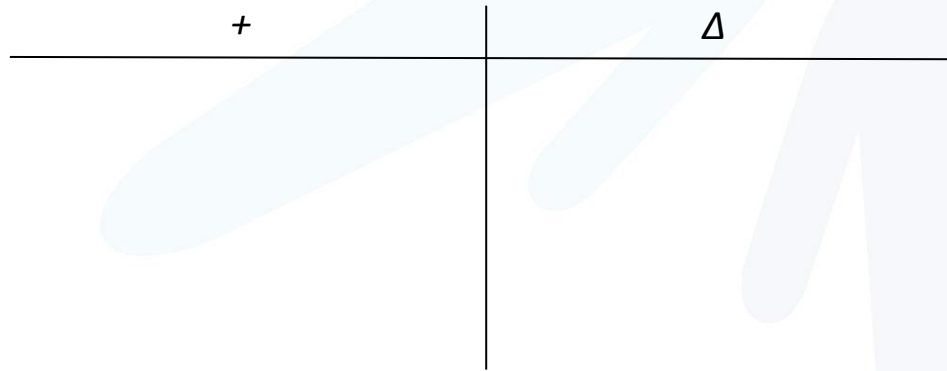
February 14, 2012 - 11:00a to 1:30p - DLC

Agenda will include:

- Evidence collection and review
- Managing artifacts from visits

# Questions

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# Principal Evaluator Training

Day 1  
2012-2013

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