Principal Evaluator Training

Day 2
2013-2014

OCMBOCES
Committed to Your Success

Agenda

- Introductions
- Objectives and Agenda Review
- Principal Evaluation: So far
- Revised resources
- Collect evidence from a “faculty meeting”
- Debrief
- Planning your next school visit

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 trainnig will contiune 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.

Agenda

- Introductions
- Objectives and Agenda Review
- Principal Evaluation: So far
- Revised resources
- Collect evidence from a “faculty meeting”
- Debrief
- Planning your next school visit

Principal Evaluation: So Far

OCMBOCES

Committed to Your Success

Think of a Principal…

Pick out one of your principals:

- Reflect on the supervision you have provided so far this year
- Use the questions in the organizer to prompt your reflection

Principal Evaluation Organizer

OCMBOCES

Principal Name: _____

Announced Visit Date: _____

Unannounced Visit Date: _____

What goals do you have for the principal this year?

What goals does the principal have for her/his self this year?

STANDARDS: What evidence have you collected and what conversations have you had with the principal?

DATA-DRIVEN INSTRUCTION: Evidence and conversations with the principal?

PROFESSIONAL PRACTICE: Evidence and conversations with the principal?

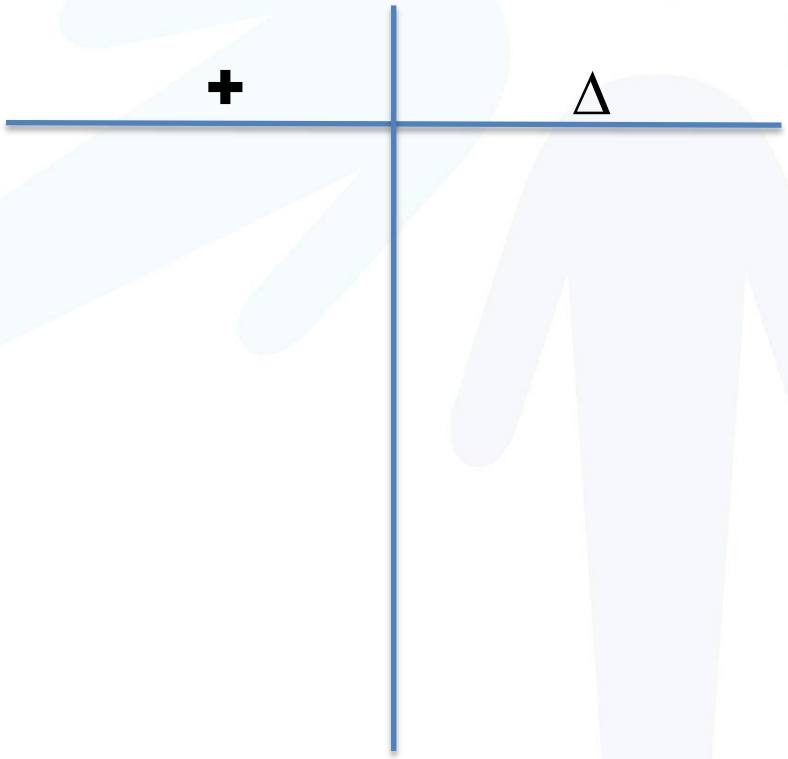
CULTURE: Evidence and conversations with the principal?

What growth-producing feedback have you provided so far?

What will you do during your next visit?

Table Conversation

At your table, talk about what you have down so far. Record your thinking on a piece of chart paper:



Revised Tool

Using the Supervisor's Guide

OCMBOCES

Committed to Your Success

Supervisor's Guide

- ✓ Previous version was checklist

- date ☐ Revised version has a place for recording the date instead of a √

Evidence Collection

From a Faculty Meeting

OCMBOCES

Committed to Your Success

Evidence Collection

Faculty Meeting Simulation

- At your table, talk about the faculty meetings in your district
- Participate in the simulation
- Record evidence during the simulation

Faculty Meeting
December 2013

Quixotic Bay Elementary School

Agenda

- Announcements
- Committee Reports
- Mathematical Practices

Announcements

- Additional parking
- Revised Traffic Flow
- PTA – teacher rep needed
- Learn to Ski Program (help wanted)
- Other?

Committee Reports

- RtI Committee
- Social Committee
- Character Ed Committee
- Health School Committee
- District committee reports?

Mathematical Practices

- Overview

Mathematical CCLS

Five critical areas:

- Collaboration
- Instruction
- Content
- Assessment
- Intervention

Mathematical Practices

Describe what students should be doing while they learn mathematics.

- Superior to content
- Processes and proficiencies
- Not a checklist

Mathematical Practice 1

Make sense of Problems and Persevere in Solving Them

1. Students make conjectures about the meaning of a solution and plan a solution pathway
2. Students try special cases or simpler forms to gain insight
3. Students monitor and evaluate their progress and discuss with others
4. Students understand multiple approaches and ask the question: “Does this solution make sense?”

Mathematical Practice 2

Reason Abstractly and Quantitatively

1. Students can decontextualize a problem by representing the problem symbolically for a solution
2. Students can contextualize a problem by attend to the meaning of the quantities in the problem
3. Students can create a coherent representation of the task or problem presented

Mathematical Practice 3

Construct Viable Arguments and Critique the Reasoning of Others

1. Students make conjectures and explore the truth of those conjectures
2. Students justify their conclusions and communicate them to others
3. Students compare the effectiveness of two plausible arguments
4. Students listen, read, and respond to the arguments of others for making sense and clarity

Mathematical Practice 4

Model with Mathematics

1. Students represent mathematical concepts by using such tools as diagrams, tables, charts, graphs, calculators, etc.
2. Students use symbols and tools to represent real-work solutions
3. Students routinely interpret their mathematical results in the context of the problem situation
4. Students are comfortable making assumptions and approximations to simply real-world situations and can test the assumptions

Mathematical Practice 5

Use Appropriate Tools Strategically

1. Students choose an appropriate tool for the problem or task
2. Students know the limits of each tool
3. Students detect tool-generated errors by estimating reasonable solutions without the tool
4. Students use tools to explore and deepen their discovery and understanding of concepts

Mathematical Practice 6

Attend to Precision

1. Students communicate precisely to others
2. Students use clear definitions of terms
3. Students express numerical answers with a degree of precision appropriate for he problem context
4. Students calculate accurately and efficiently
5. Students are careful about specifying units and labels

Mathematical Practice 7

Look For and Make Use of Structure

1. Students attention is drawn to the structure of mathematics as it occurs
2. Students are engaged in exploring numerical and visual patterns that reveal structure
3. Students can use strategies that shift the perspective of a solution

Mathematical Practice 8

Look For and Express Regularity in Repeated Reasoning

1. Students notice and discuss if their results are reasonable while solving the problem
2. Students notice and can articulate patterns in calculations that can be generalized to properties for formulae

Mathematical Practices

- Activities

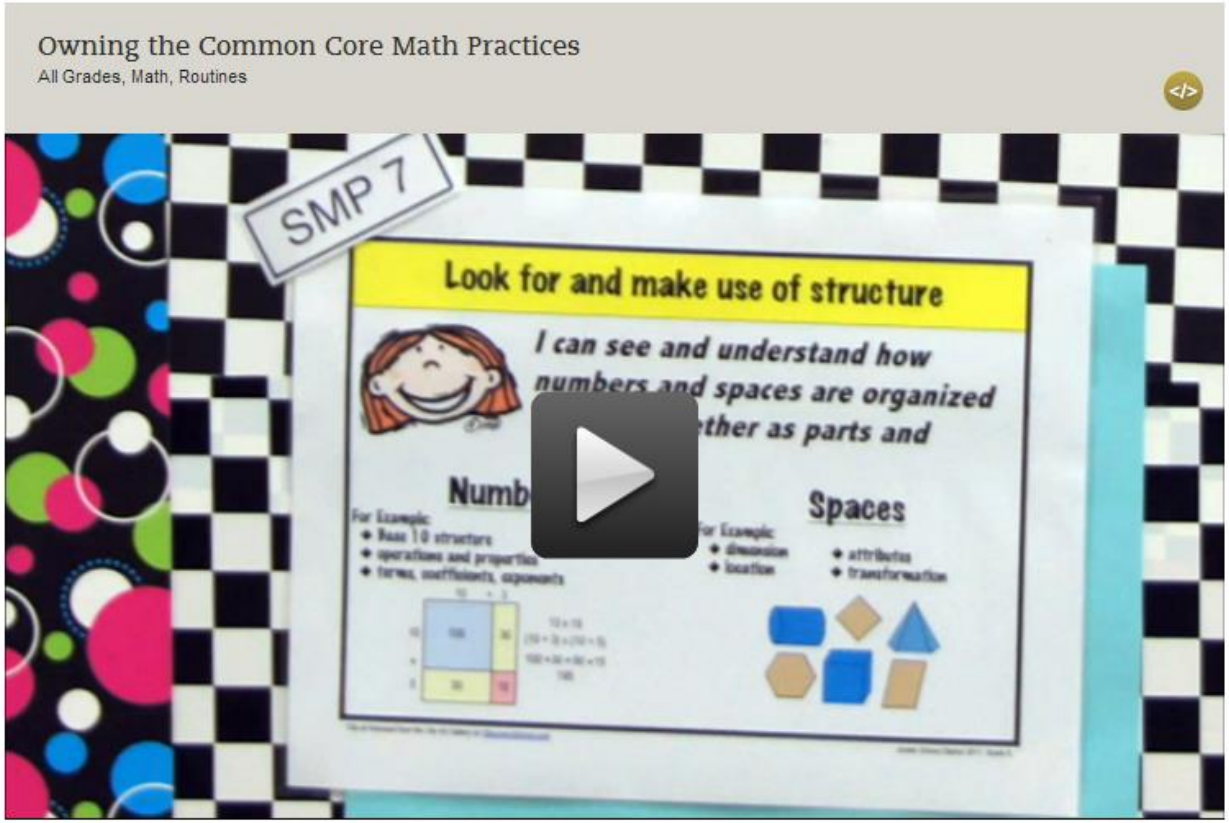
Mathematical Practices in Action

In your grade-level group, complete the organizer:

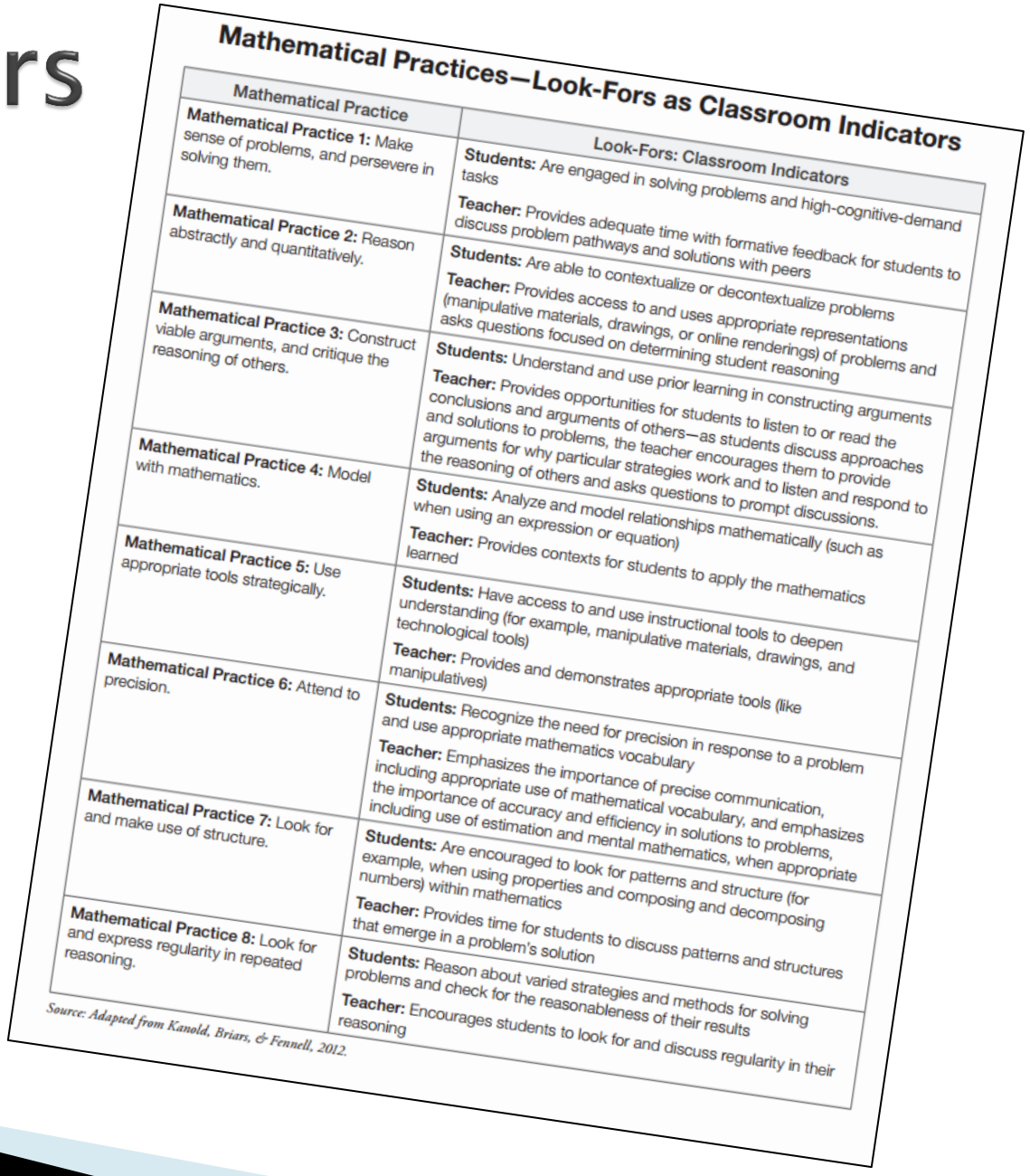
- How is the practice important?
- What does it look like at your level?
- Indicate the relative importance: High, Medium, or Low

Use the resources at your table: Standards, placemat, etc.

Mathematical Practices in Action



Look–Fors



Mathematical Practices—Look-Fors as Classroom Indicators

Mathematical Practice	Look-Fors: Classroom Indicators
Mathematical Practice 1: Make sense of problems, and persevere in solving them.	**Students:** Are engaged in solving problems and high-cognitive-demand tasks **Teacher:** Provides adequate time with formative feedback for students to discuss problem pathways and solutions with peers
Mathematical Practice 2: Reason abstractly and quantitatively.	**Students:** Are able to contextualize or decontextualize problems **Teacher:** Provides access to and uses appropriate representations (manipulative materials, drawings, or online renderings) of problems and asks questions focused on determining student reasoning
Mathematical Practice 3: Construct viable arguments, and critique the reasoning of others.	**Students:** Understand and use prior learning in constructing arguments **Teacher:** Provides opportunities for students to listen to or read the conclusions and arguments of others—as students discuss approaches and solutions to problems, the teacher encourages them to provide arguments for why particular strategies work and to listen and respond to the reasoning of others and asks questions to prompt discussions.
Mathematical Practice 4: Model with mathematics.	**Students:** Analyze and model relationships mathematically (such as when using an expression or equation) **Teacher:** Provides contexts for students to apply the mathematics learned
Mathematical Practice 5: Use appropriate tools strategically.	**Students:** Have access to and use instructional tools to deepen understanding (for example, manipulative materials, drawings, and technological tools) **Teacher:** Provides and demonstrates appropriate tools (like manipulatives)
Mathematical Practice 6: Attend to precision.	**Students:** Recognize the need for precision in response to a problem and use appropriate mathematics vocabulary **Teacher:** Emphasizes the importance of precise communication, including appropriate use of mathematical vocabulary, and emphasizes the importance of accuracy and efficiency in solutions to problems, including use of estimation and mental mathematics, when appropriate
Mathematical Practice 7: Look for and make use of structure.	**Students:** Are encouraged to look for patterns and structure (for example, when using properties and composing and decomposing numbers) within mathematics **Teacher:** Provides time for students to discuss patterns and structures that emerge in a problem's solution
Mathematical Practice 8: Look for and express regularity in repeated reasoning.	**Students:** Reason about varied strategies and methods for solving problems and check for the reasonableness of their results **Teacher:** Encourages students to look for and discuss regularity in their reasoning

Source: Adapted from Kanold, Briars, & Fennell, 2012.

Closure

At as table, what is your “take-away” from this meeting?

Faculty Meeting
December 2013

Quixotic Bay Elementary School

Evidence Collection

- Clean up your own evidence
- Talk about the evidence at your table:
  - What did you collect?
  - What did you not collect?
  - Implications?

CHECKING IN FROM LAST TIME

Coaching Your Principal

OCMBOCES

Committed to Your Success

Coaching

How would you coach this principal?

CHECKING IN FROM LAST TIME

Support Your Local Principal

OCMBOCES

Committed to Your Success

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 done and what have you planned for your principals:

As a group?

Individually?

Tool

School Visit Organizer

OCMBOCES

Committed to Your Success

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 w/o the principal?

Agenda

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

Next Session

March 26th: 12:00p - 3:00p

Henry Large Conference Room

Agenda will include:

- Assessments as evidence
- More about school visits
- Preparing for the Summative

Principal Evaluator Training

Day 2
2013-2014

OCMBOCES
Committed to Your Success