

# Principal Evaluator Training

Day 2  
2014-2015

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# Agenda



- Introductions
- Objectives and Agenda Review
- Research & Literature
- From Session 1
- Homework
- Video Exercise
- Mid-Year Conferences

# 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.

# Research & Literature

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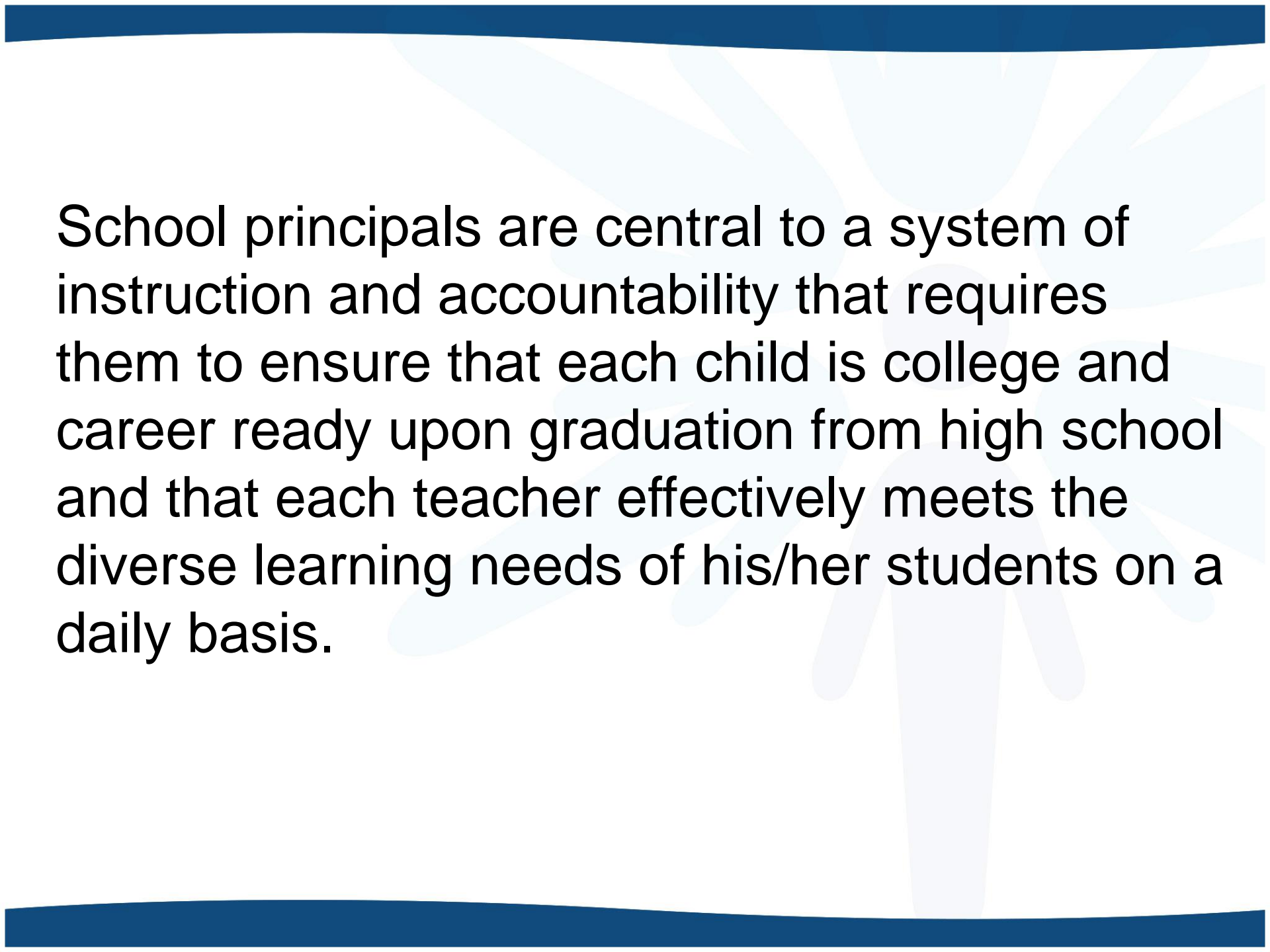
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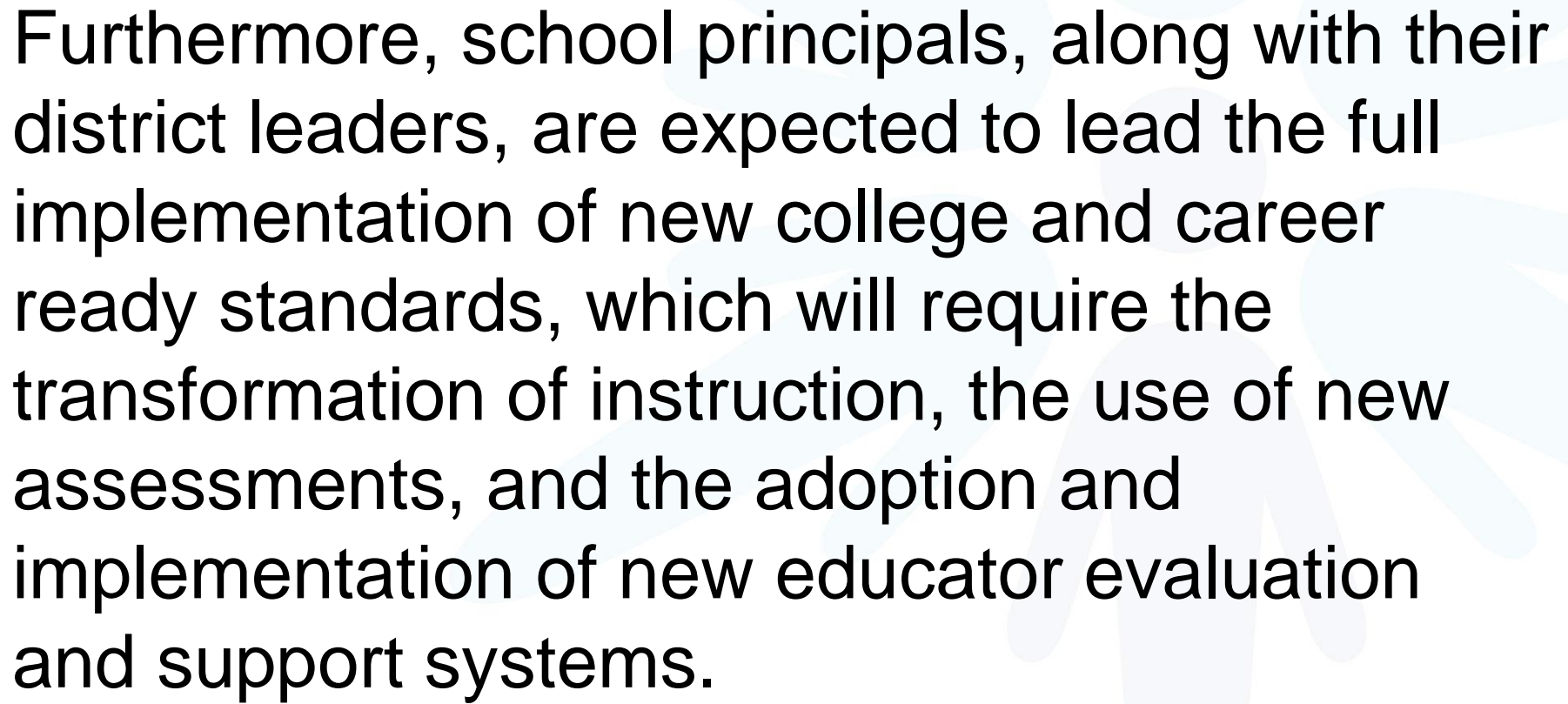
# Standards for Evaluating Principals

- Draft
- Seven Standards

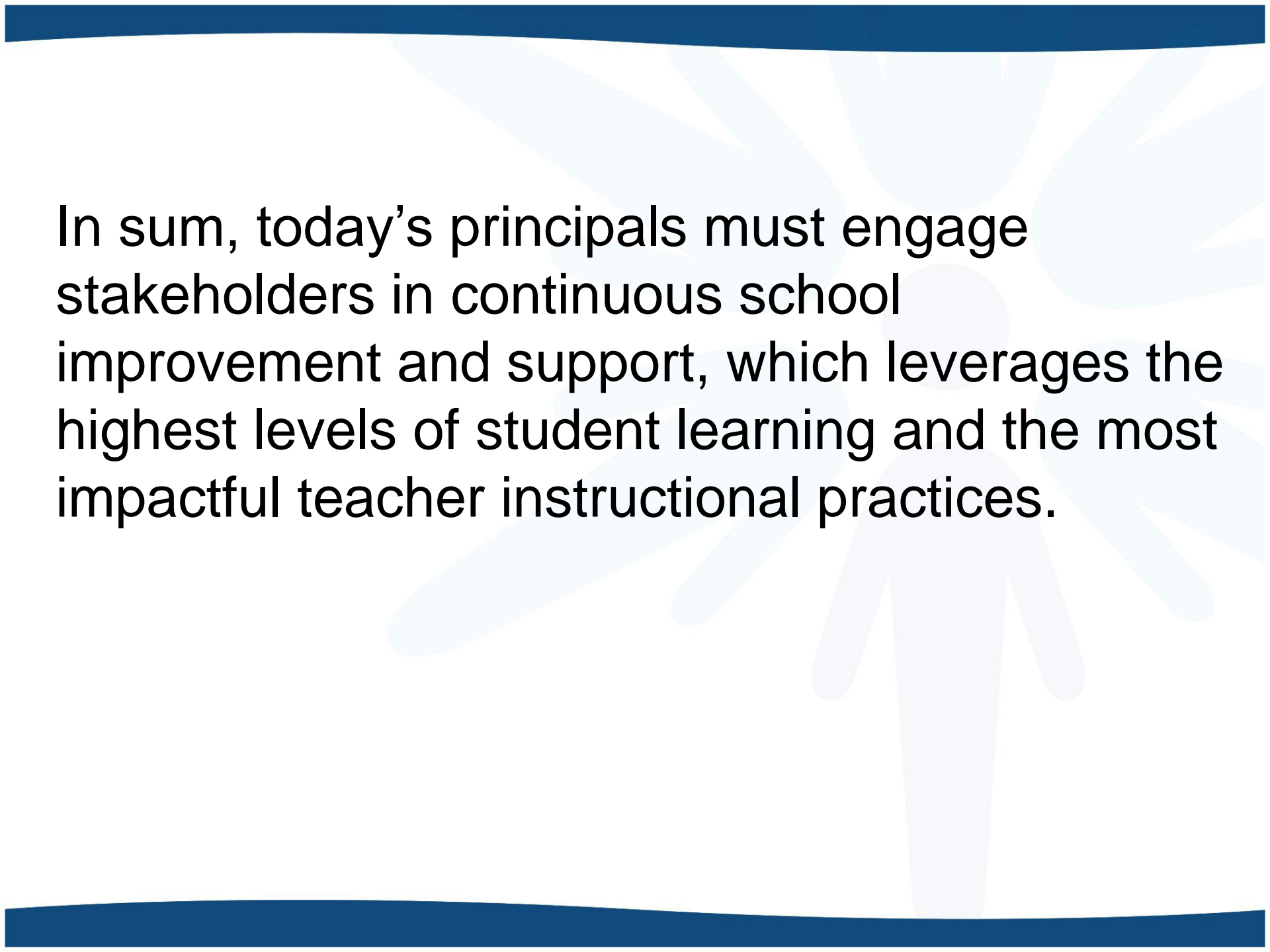


The background features a large, faint, light blue graphic of a hand with fingers spread, holding a sun with rays. The sun is positioned in the upper right quadrant, and the hand is centered. The overall color palette is light blue and white, with dark blue horizontal bars at the top and bottom of the slide.

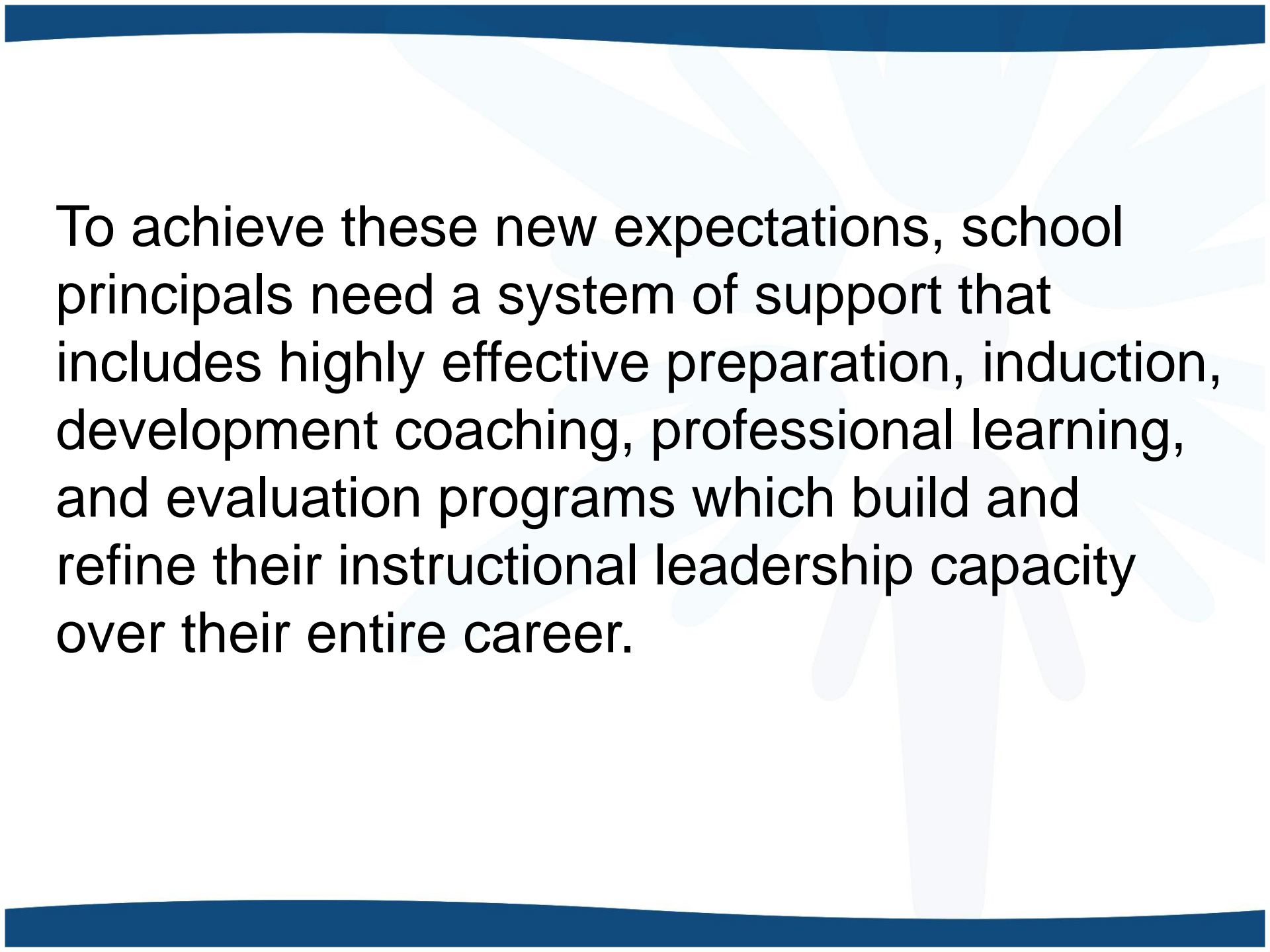
School principals are central to a system of instruction and accountability that requires them to ensure that each child is college and career ready upon graduation from high school and that each teacher effectively meets the diverse learning needs of his/her students on a daily basis.

The background features a faint, light blue graphic of two hands holding a globe. The hands are positioned on either side of the globe, with fingers spread as if supporting it. The globe is centered in the background. The overall aesthetic is clean and professional, with a white background and dark blue decorative bars at the top and bottom.

Furthermore, school principals, along with their district leaders, are expected to lead the full implementation of new college and career ready standards, which will require the transformation of instruction, the use of new assessments, and the adoption and implementation of new educator evaluation and support systems.

The background features a stylized sun with rays in a light blue color. In the center, there is a faint, light blue silhouette of a human figure with arms outstretched, similar to the 'Man with Outstretched Arms' logo. The text is overlaid on this background.

In sum, today's principals must engage stakeholders in continuous school improvement and support, which leverages the highest levels of student learning and the most impactful teacher instructional practices.

The background features a stylized illustration of two hands, one larger and one smaller, holding a bright sun. The sun has rays extending outwards. The hands and sun are rendered in a light blue color against a white background. The entire scene is framed by dark blue horizontal bars at the top and bottom.

To achieve these new expectations, school principals need a system of support that includes highly effective preparation, induction, development coaching, professional learning, and evaluation programs which build and refine their instructional leadership capacity over their entire career.

## Standards for Evaluating Principals

- Pick up one of the standards at your table
- Go to the sign in the room that corresponds to the one you picked
- Discuss the standard:
  - Good? Bad? Missing?
  - Reconcile this with your other responsibilities...

# From Session 1

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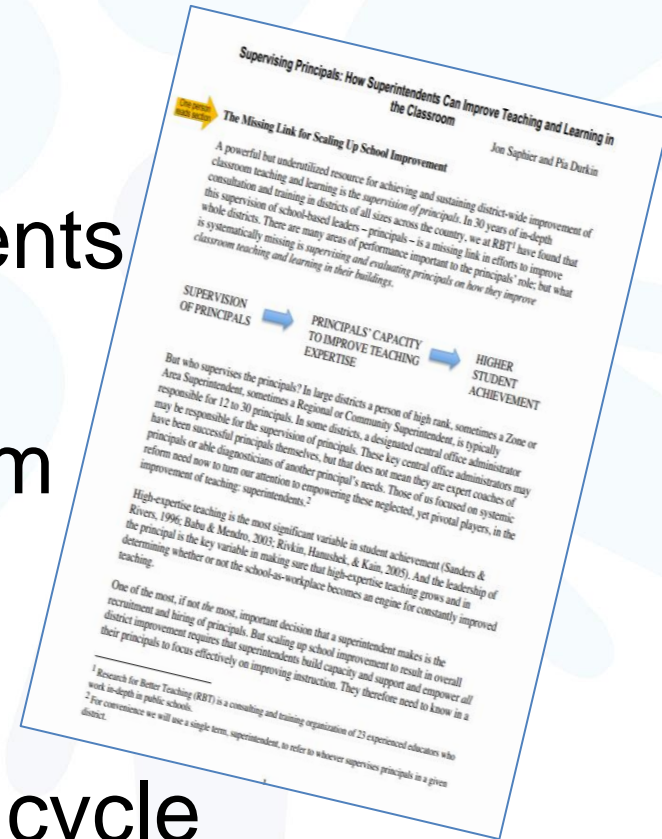
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# Last time: Article Read

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

Homework: Accompany a principal on an observation cycle



# Going Along w/ a Principal

Were you able to accompany a principal through the observation and conference process?

- How did it go?
- What did you learn?
- Implications on your practice?



# Going Along w/ a Principal Video Exercise

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# Going Along w/ a Principal

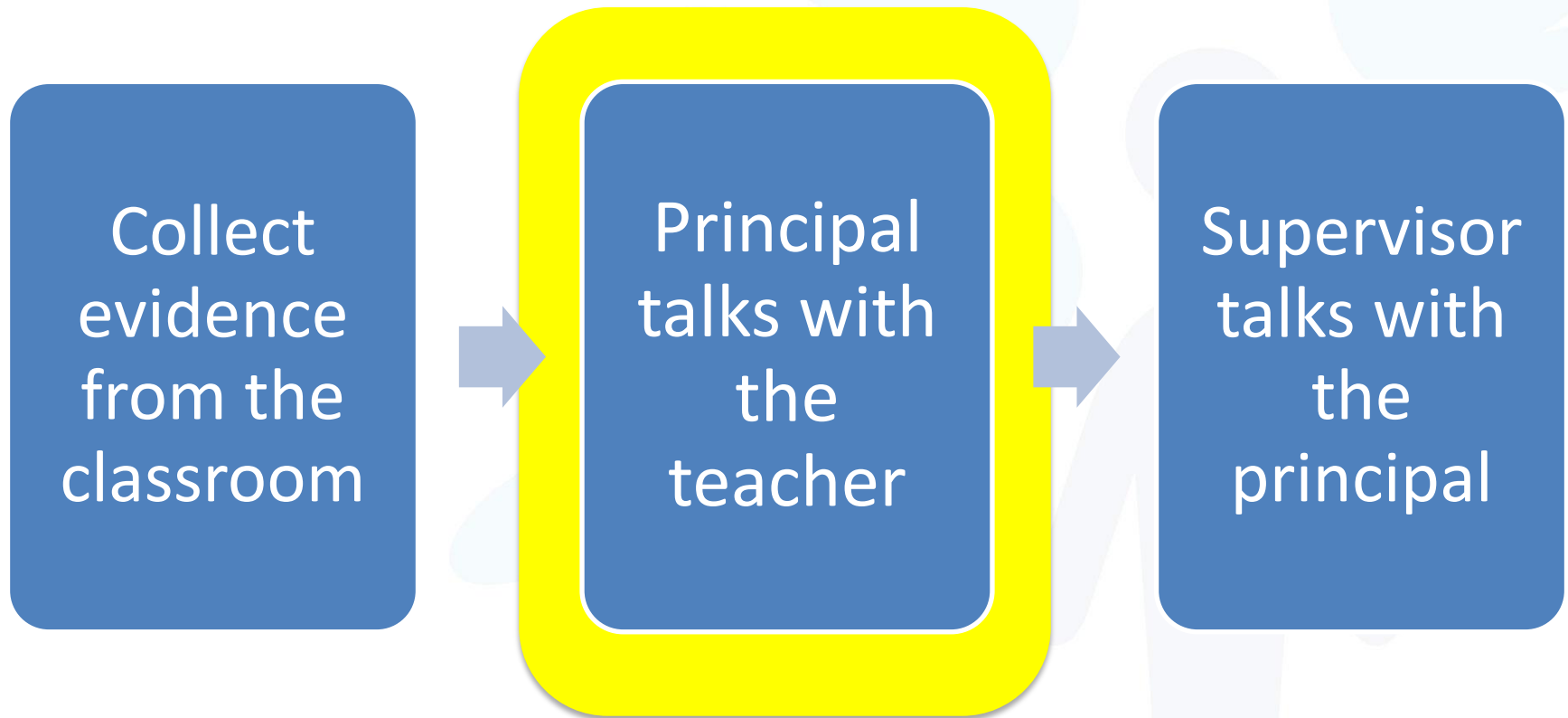
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graph LR; A[Collect evidence from the classroom] --> B[Principal talks with the teacher]; B --> C[Supervisor talks with the principal];
```

Collect evidence from the classroom

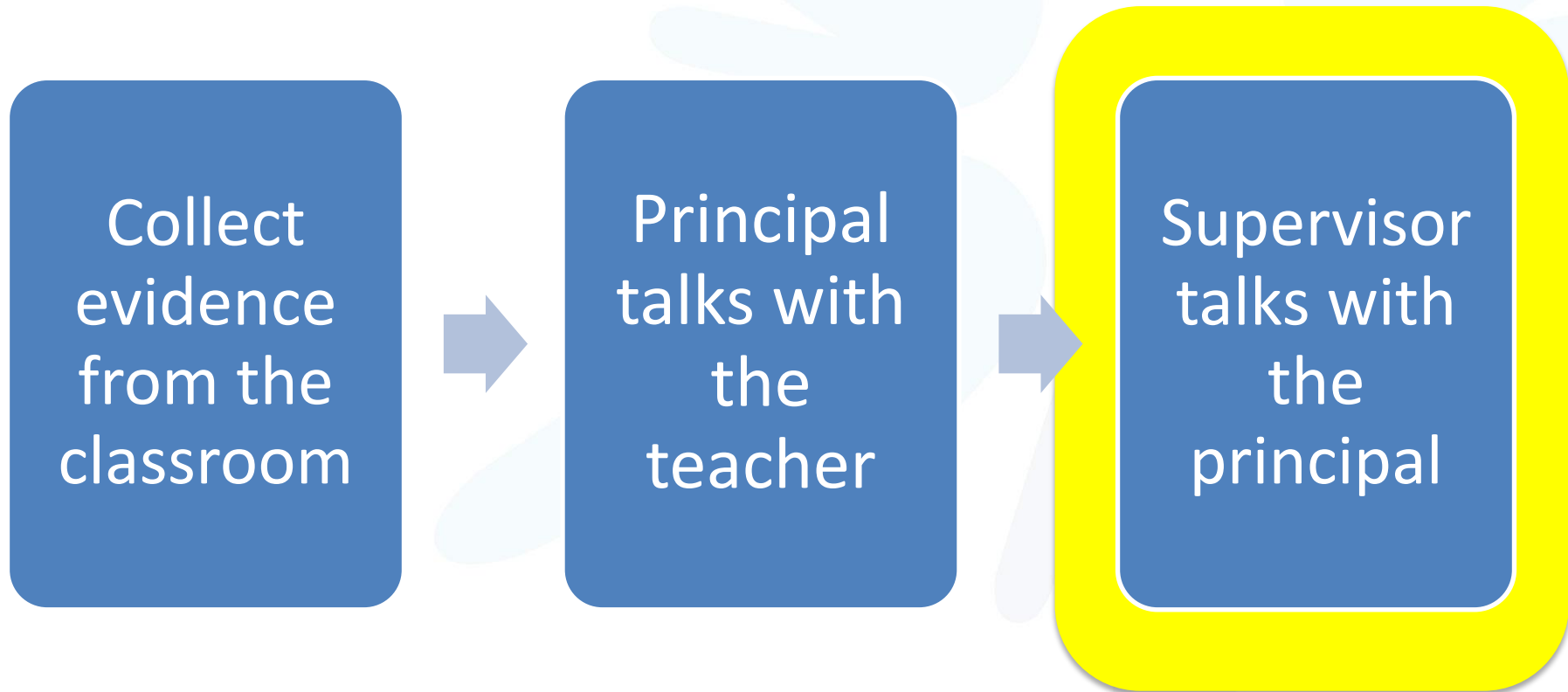
Principal talks with the teacher

Supervisor talks with the principal

# Going Along w/ a Principal



# Going Along w/ a Principal



# Going Along w/ a Principal

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graph LR; A[Collect evidence from the classroom] --> B[Principal talks with the teacher]; B --> C[Supervisor talks with the principal];
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Collect evidence from the classroom

Principal talks with the teacher

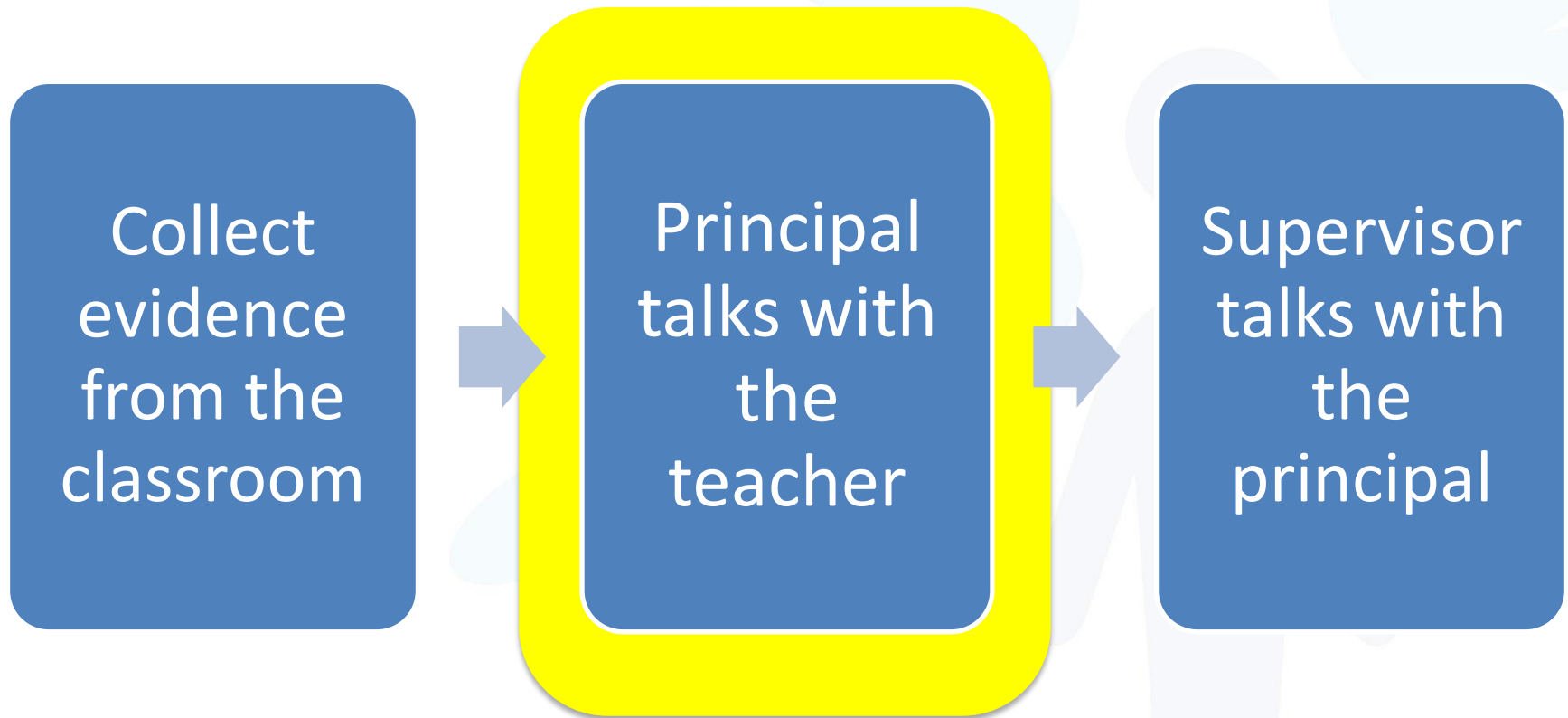
Supervisor talks with the principal



# 6<sup>th</sup> Grade Math Lesson

- Review homework; one student at the interactive whiteboard
- Model the comparison of unit price on cereal
- Directions for group work
- Students work in groups
- Groups hand in their poster

# Going Along w/ a Principal





# Watch the Conversation



## Principal talks with the teacher

- Take notes about the conversation

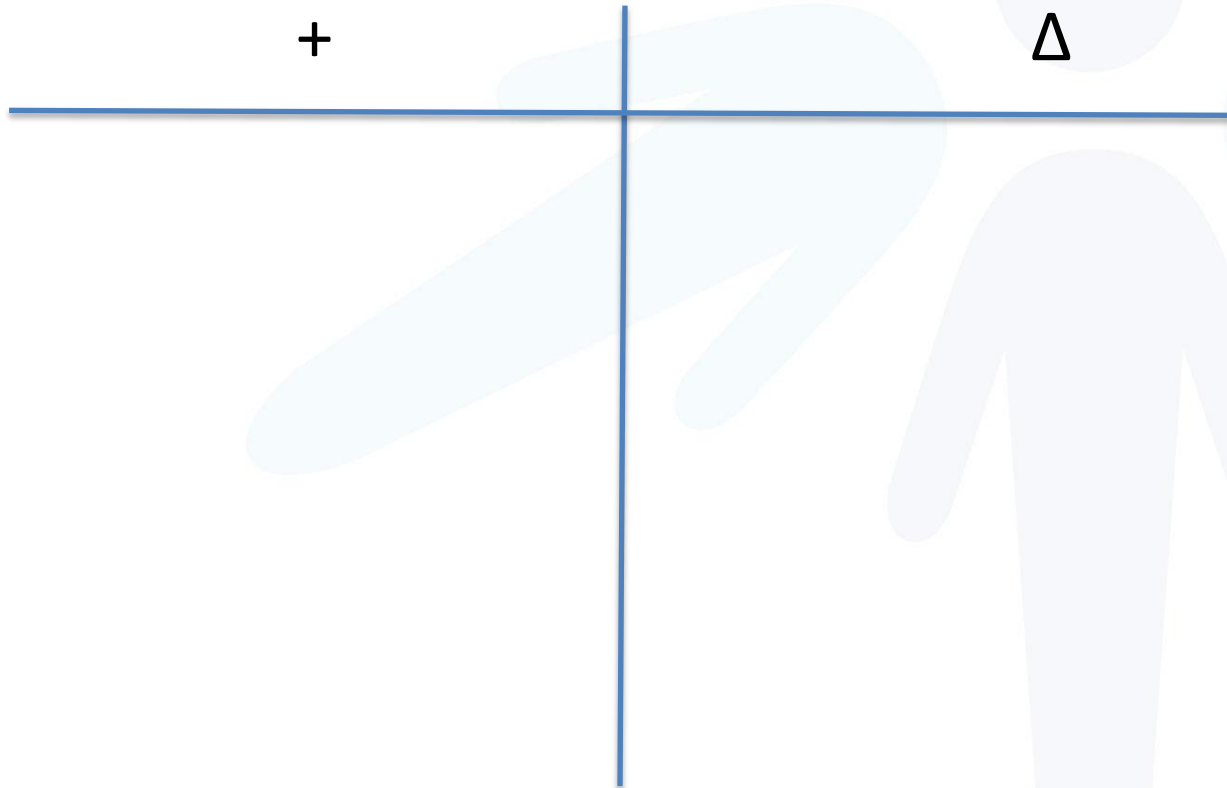
# Conversation Debrief

## Principal talks with the teacher

- Debrief the conversation with a neighbor
  - What did the principal focus on?
  - What was her opening line?
  - What did she want the teacher to do in the future?
  - Where on the coaching continuum did the principal operate?

# Conversation Debrief

**Principal talks with the teacher**



# Going Along w/ a Principal

Collect  
evidence  
from the  
classroom



Principal  
talks with  
the  
teacher



Supervisor  
talks with  
the  
principal

# Plan Your Conversation

## **Supervisor talks with the principal**

- Plan your meeting with the principal
  - What will you want to focus on?
  - What will you start with?
  - Where on the coaching continuum will you intend to operate?

# Watch the Conversation



**Supervisor talks with the principal**

- Take notes about the conversation

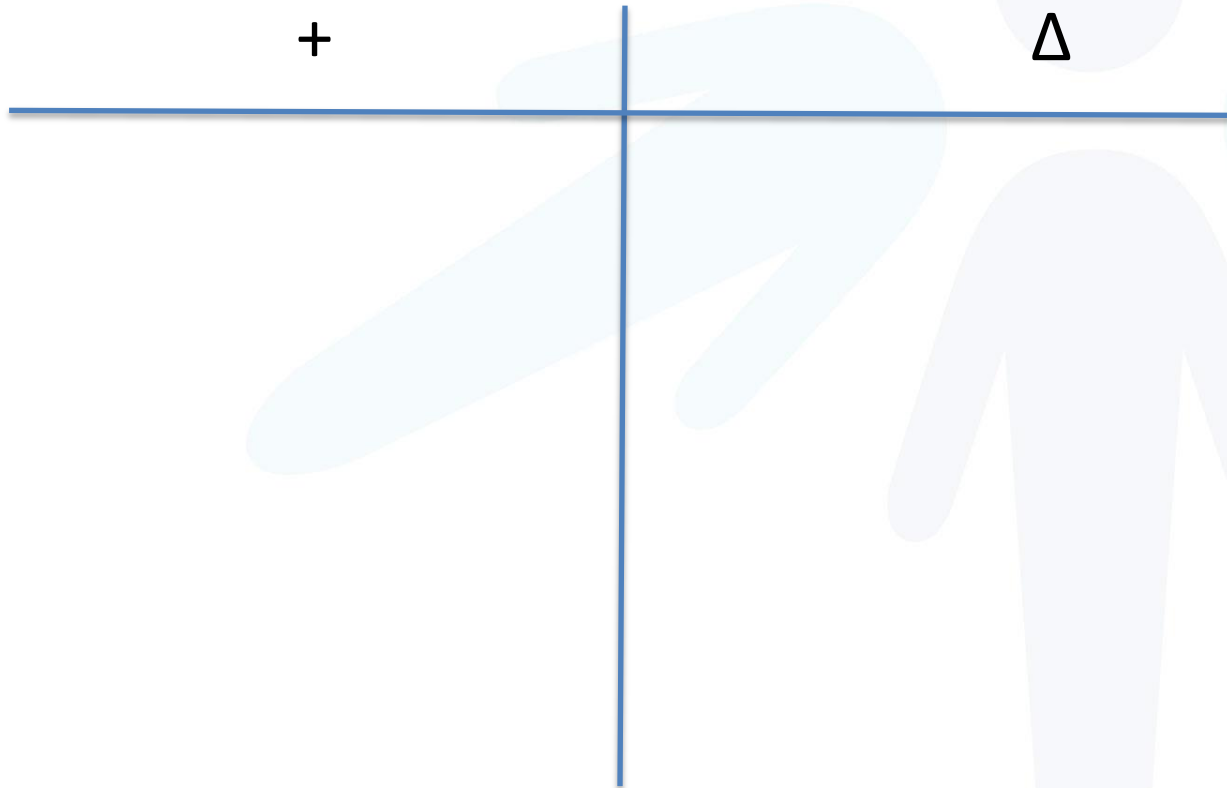
# Conversation Debrief

## **Supervisor talks with the principal**

- Debrief the conversation with a neighbor
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# Conversation Debrief

**Supervisor talks with the principal**





# Mid-Year Meetings with Principals

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# Planning Meetings

Mid-Year Conference with Principals

- A sample from another system

# Planning Meetings

## Mid-Year Conference with Principals

- What are the things you typically discuss with principals at the mid-point?

# Planning Meetings

## Mid-Year Conference with Principals

- Example of a organizer

Mid-Year Meeting Plan

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- Progress toward school/district goals
- Progress on teacher evaluation process
- Review any personnel issues
- How is the relationship with the community?
- How is the plan for faculty meetings going?
- How is teacher collaboration going? Are teachers looking at student work, together, and making instructional changes, together?
- What progress are you making on your own professional learning?
- Other:
- Other:
- Other:

# Next Session

March 4<sup>th</sup>: 12:00p - 3:00p

Agenda will include:

- Taking Stock of the year
- Preparing for the end of the year

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