

# Principal Evaluator Training

Day 2  
2015-2016

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# Agenda

- Introductions
- Objectives and Agenda Review
- Research: Principal Characteristics
- Time Out: §3012-d Planning
- Forest or the Trees?
- Making a “To-Do” List

# 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. Effective supervisory visits and feedback

11. Principal contribution to teacher effectiveness

12. 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 Review

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# Principal Characteristics

Osborne-Lampkin, L., Folsom, J. S., and Herrington, C. D. (2015). *A systematic review of the relationships between principal characteristics and student achievement* (REL 2016–091). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.



# Principal Characteristics

What do you think this research showed?

- **Jot a few things down in the top box of the organizer**
- **Discuss at your table**

# Principal Characteristics

What do you think this research showed?

- Jot a few things down in the top box of the organizer
- Discuss at your table
- **Jot down what the research identified**

# Principal Characteristics

Experience and student achievement:

- 9-17 years of teaching experience before administration better than  $<9$  or  $>17$
- Overall years of experience in education has no relationship
- Not clear that experience as assistant principal matters (a little, at first)
- Some but not all studies show principal experience has an impact

# Principal Characteristics

Principal Preparation programs:

- Programs make a difference
- Being based on ISLLC is better
- Programs and certification does have a positive correlation

# Principal Characteristics

Leadership behaviors with an impact on student learning:

- Monitoring and providing feedback to teachers *and students*
- Having a vision for learning
- Providing support and participating in and PD to teachers (formal and informal)\*
- Using data to inform decisions

# Principal Characteristics

## Relationship factors:

- High expectations of teachers and students
- Emphasis on social capital\*
- Building community
- Developing a rapport with teachers and students

# Principal Characteristics

Organizational management:

- Does matter, in addition to instructional leadership

# Principal Characteristics

What do you think this research showed?

- Jot a few things down in the top box of the organizer
- Discuss at your table
- Jot down what the research identified
- **Compare the two lists**



# Three-Minute Pause



# School Visits

## What Makes Them Good

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# School Visits

At your table, talk about a recent school visit you made that was a good one

- What happened?
- What made it good?

# Time-Out:

## §3012-d Planning and Sharing

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# Already “d”

Hear what the d-approved districts:

- Other than the required SLOs, what are you using for assessments

# “d” Changes

Break up in groups and discuss where you are in terms of “d” planning, whether it is the plan or the supplement:

- “d” districts
- Smaller
- Medium
- Larger

# Forest or the Trees?

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# What We've Learned About Principal Evaluation

**Principal evaluation systems lack depth and focus on the right things** (Goldring, Xiu, Murphy, Elliott, Carson, & Porter, 2008; Seashore-Louis, et al., 2010; Mitgang, Gill, & Cummins, 2013)



# What We've Learned About Principal Evaluation

**Principals perceive performance evaluation as having limited usefulness in the areas of feedback, professional learning, or accountability to school improvement (Portin, Feldman, & Knapp, 2006)**

# What We've Learned About Principal Evaluation

**Principal evaluation systems contain vague performance expectations and/or lack clear norms or performance standards (Goldring, Xiu, Murphy, Elliott, Carson, & Porter, 2008; Reeves, 2009)**

# What We've Learned About Principal Evaluation

**Principal evaluation systems have not been implemented in ways that promote accurate judgments of principal effectiveness (Clifford & Ross, 2011; Davis, Kearney, Sanders, Thomas, & Leon, 2011)**

# What We've Learned About Principal Evaluation

- **Principal evaluation systems are typically one-size-fits all systems that don't differentiate for different school contexts** (Clifford & Ross, 2011; Davis, Kearney, Sanders, Thomas, & Leon, 2011; Mitgang, Gill, & Cummins, 2013)

# What We've Learned About Principal Evaluation

**Principal evaluation systems have not been tested for critical psychometric properties and are not based on the latest research on principal leadership practices (Clifford, Menon, Gangi, Condon, & Hornung, 2012; Davis, Kearney, Sanders, Thomas, & Leon, 2011)**

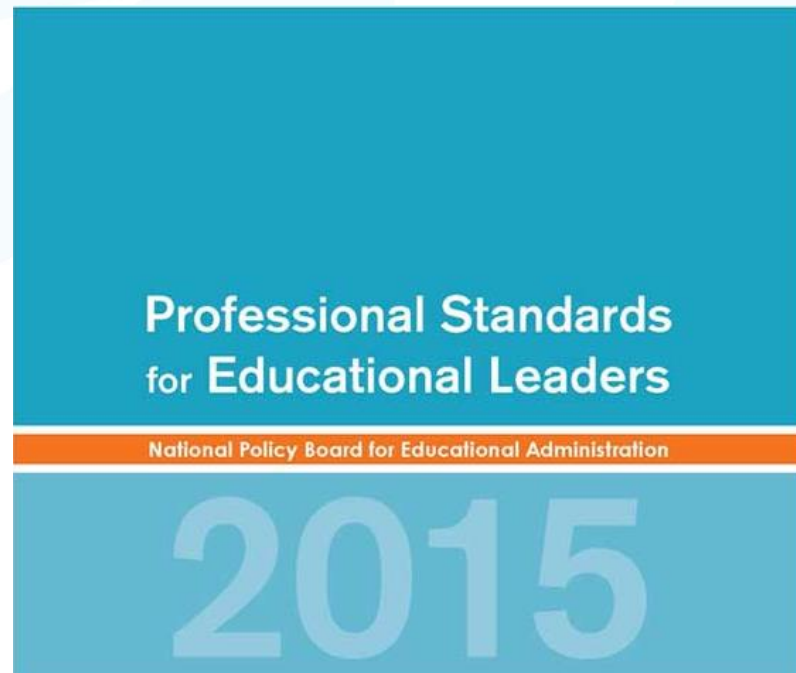
# What We've Learned About Principal Evaluation

**Principal evaluation systems are not unlike many other educational initiatives that are poorly implemented (Kimball, Milanowski, & McKinney, 2009)**

# What Are We Supposed to Do?

The Model Principal Supervisor Standards make some suggestions (eight, to be specific):

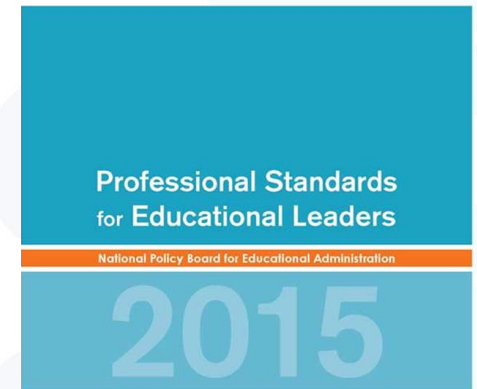
- Standards
- Dispositions
- Actions



# What Are We Supposed to Do?

## Learning More:

- Read 1 of the 8 Standards
- **Highlight** important things
- Move to “like” group
- Compare **highlights**
- Add “to-do” items to the poster prepared for you
- Report out





# Three-Minute Pause



# Next Session

April 13<sup>th</sup>: 12:00p - 3:00p

Agenda will include:

- Updates
- Research
- Summative under “transition”
- More

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