

# Principal Evaluator Training

Day 3  
2014-2015

OCMBOCES

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# Agenda



- Introductions
- Objectives and Agenda Review
- Research & Literature
- From Session 1
- Homework
- Video Exercise
- Summative 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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# Article Read

Open folder.

Browse the collection.

Sort them by the level of interest to you.



# Article Read - Continued

Relocate to a group of colleagues who are interested in the same article.

Read the article.

Prepare a summary – add to chart paper.

Identify implications for principal supervision – add to chart paper.

# Article Read - Continued

Report out.



# Going Along w/ a Principal Video Exercise

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# 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

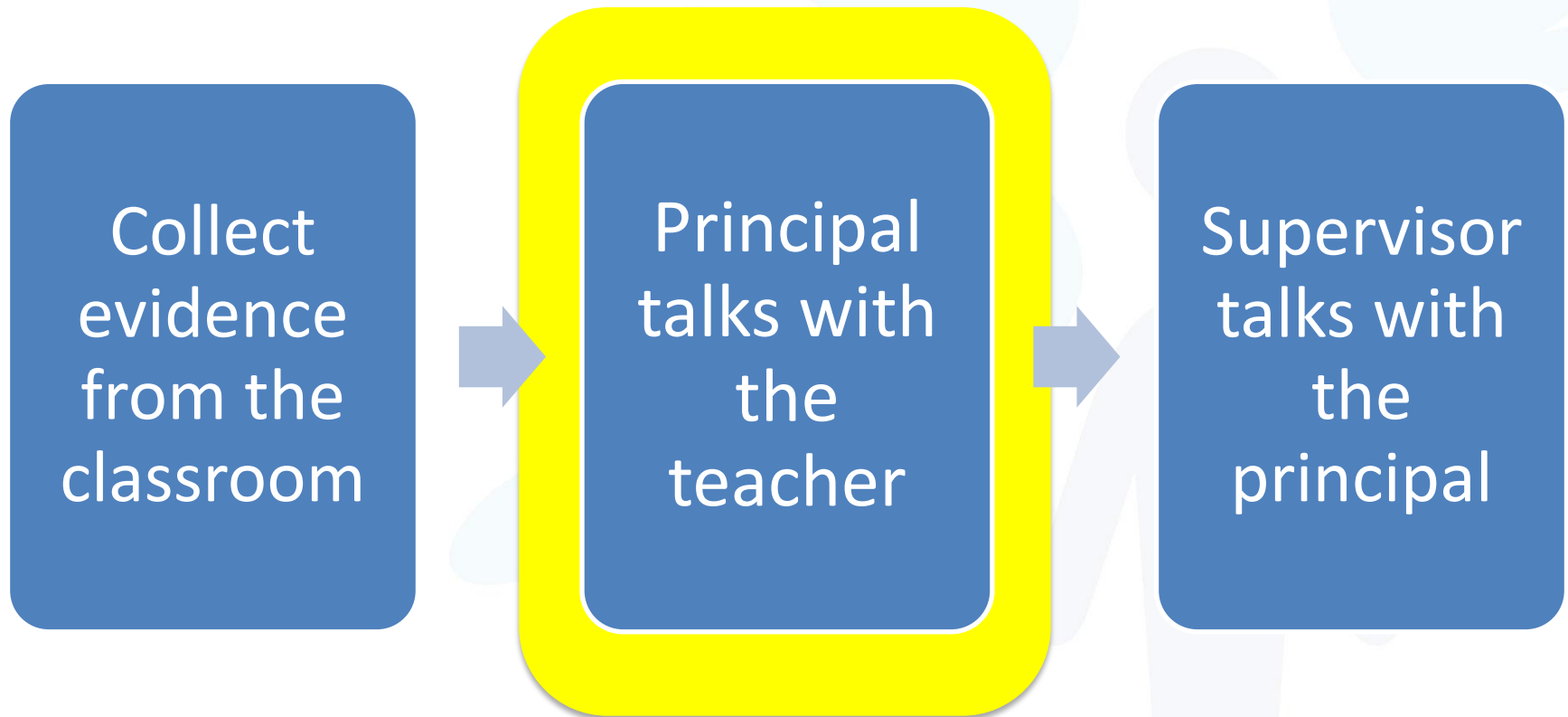
Collect  
evidence  
from the  
classroom

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

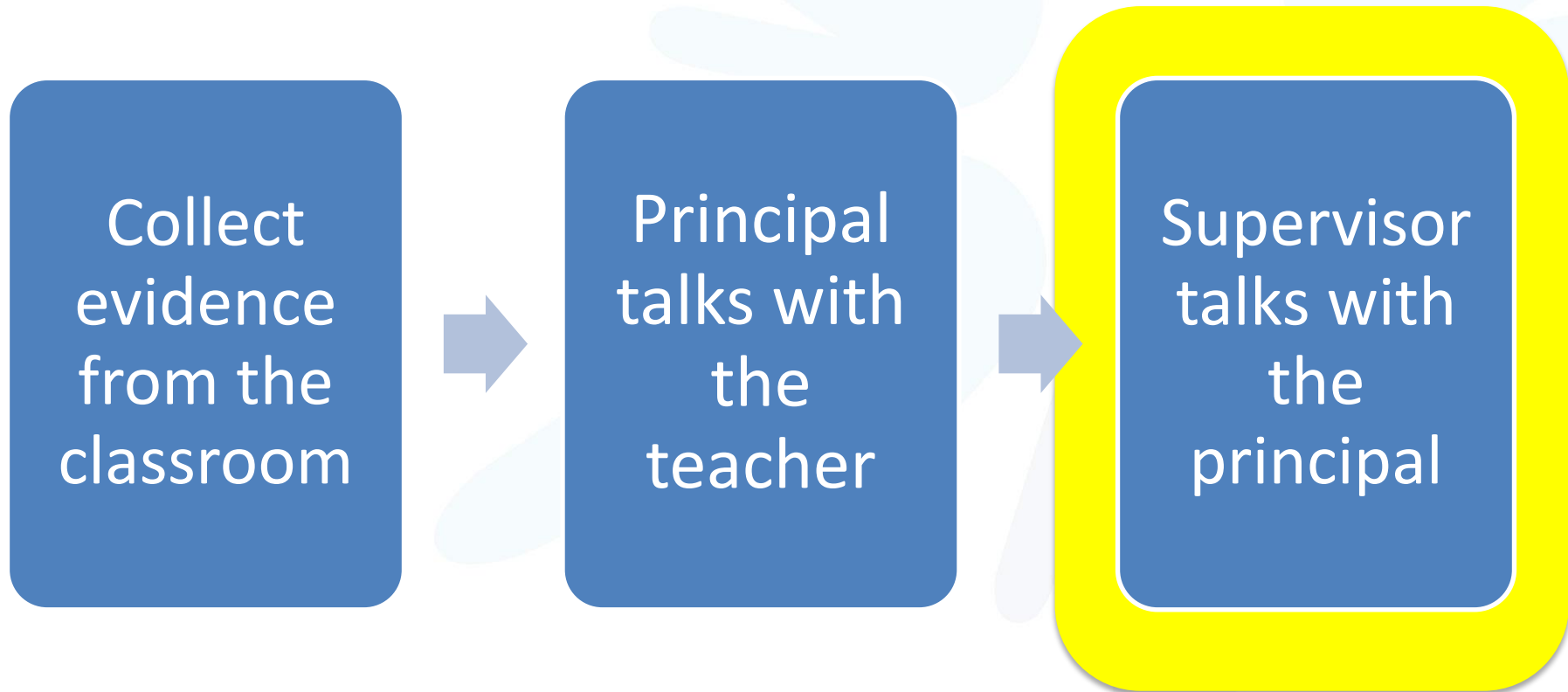
Principal  
talks with  
the  
teacher

Supervisor  
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# Going Along w/ a Principal



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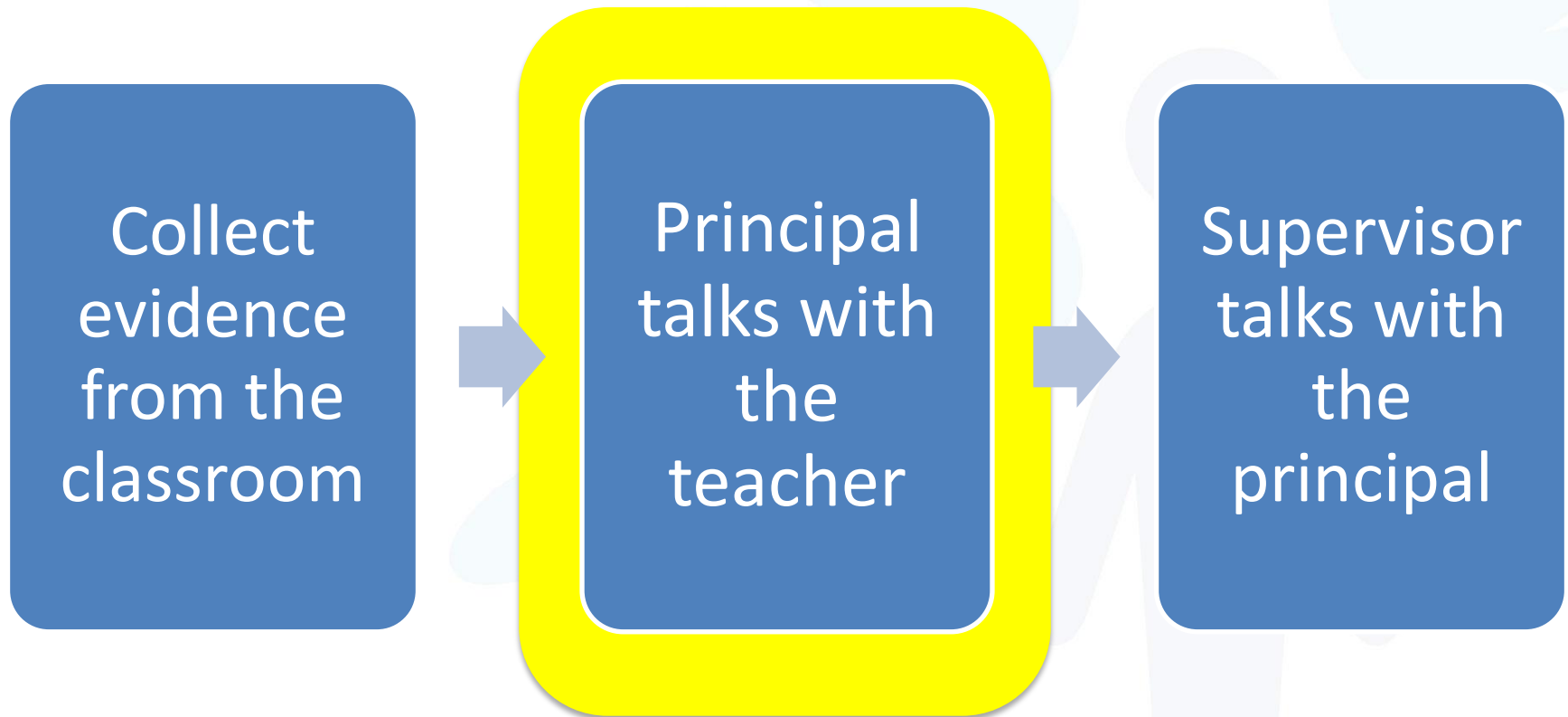


# 3/4 Grade ELA Lesson

- Students are “journalist trainees”
- Working in groups
- The goal was to recognize different text structures



# Going Along w/ a Principal



# Watch the Conversation



**Principal talks with the teacher**

- Take notes about the conversation

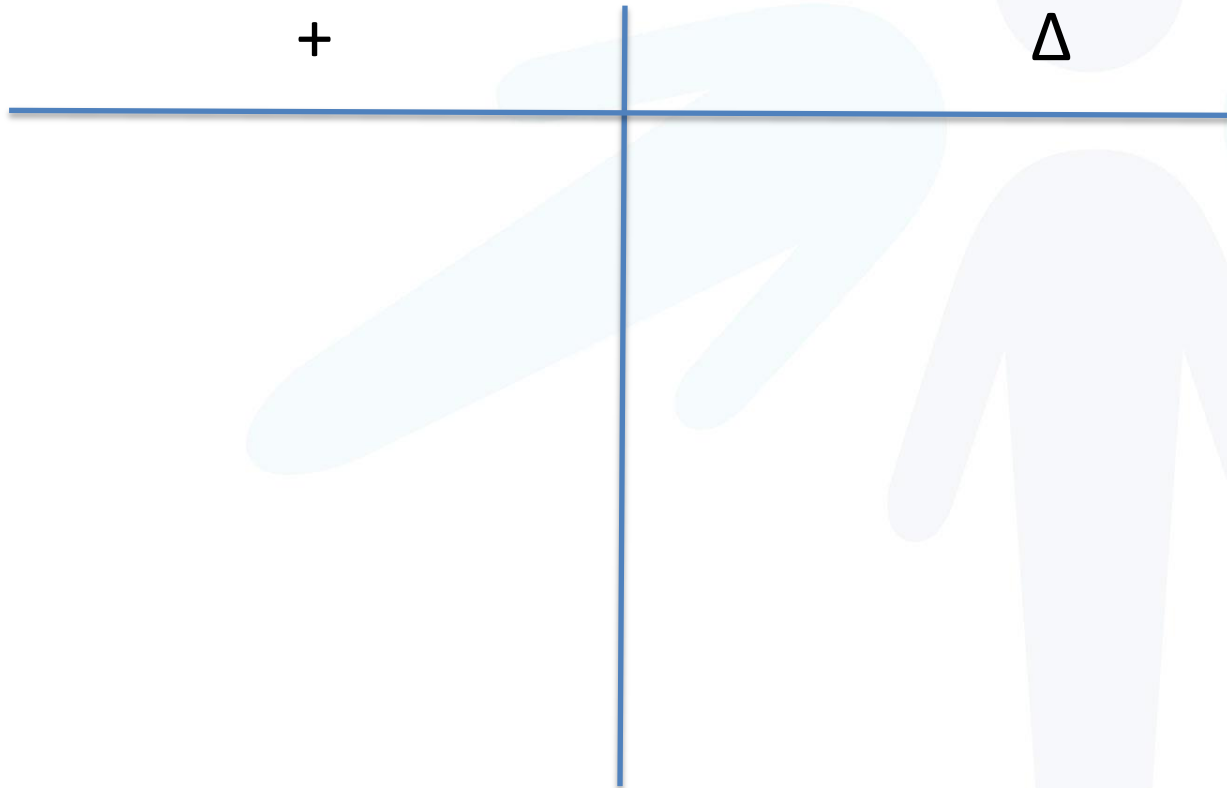
# Conversation Debrief

## **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?

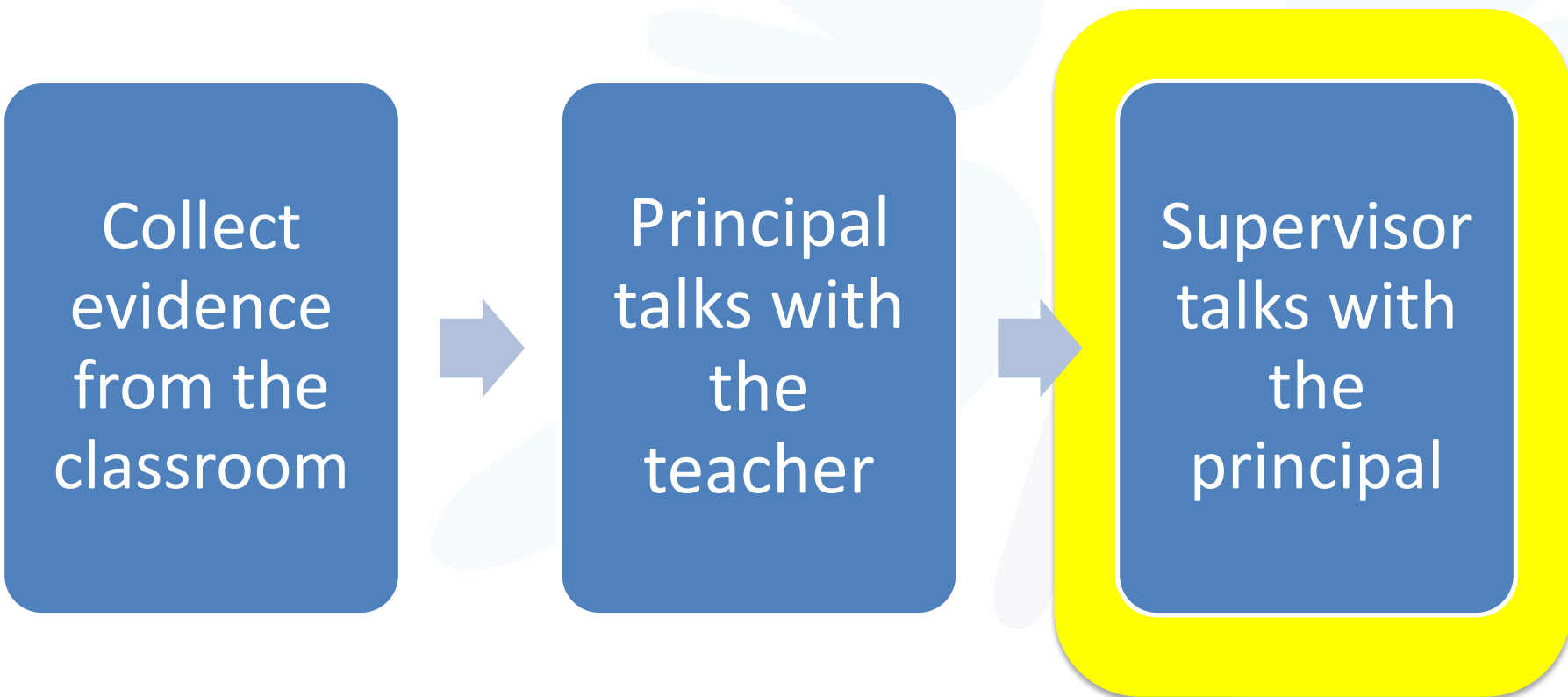
# Conversation Debrief

**Principal talks with the teacher**



# Going Along w/ a Principal

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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



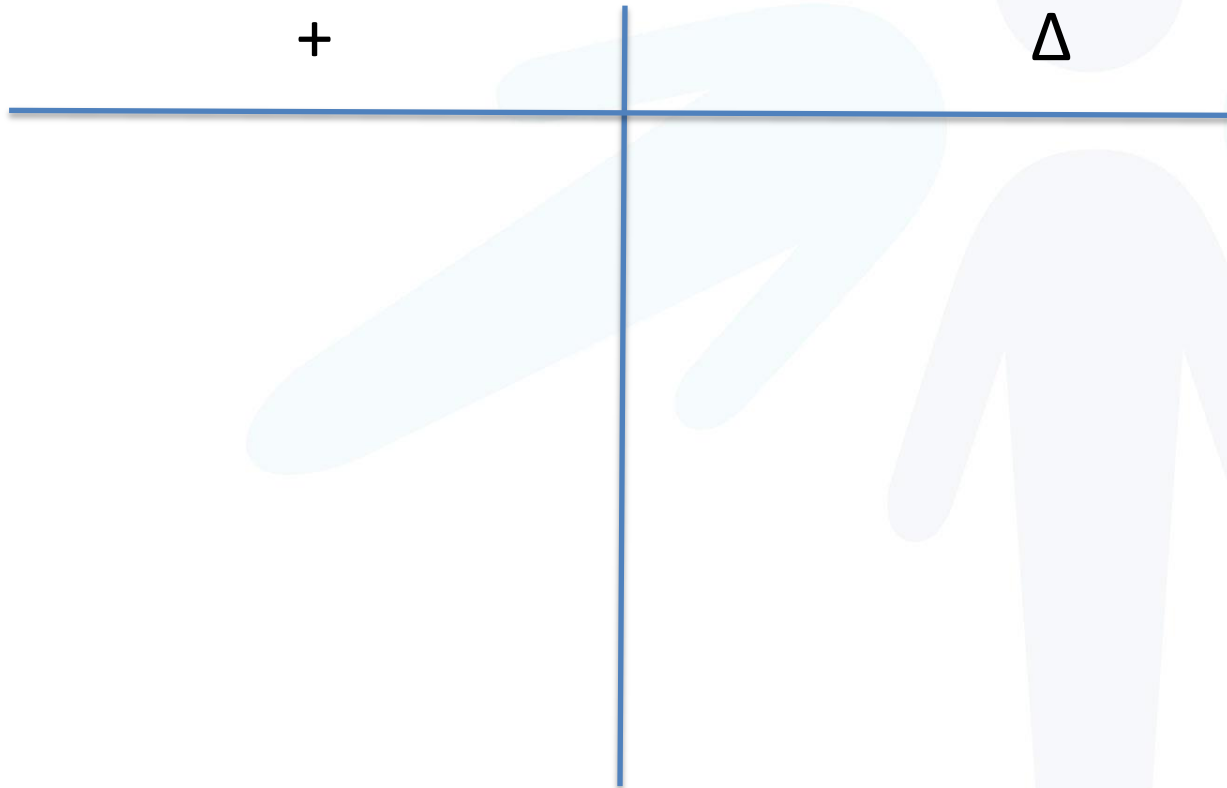
# Conversation Debrief

## **Supervisor talks with the principal**

- Debrief the conversation with a neighbor
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# Conversation Debrief

**Supervisor talks with the principal**



# Summative Meetings with Teachers

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# Your Principals

How (and when) will you communicate to your principals what you want them to do with all of their teachers during end-of-the-year meetings?

Talk about your plans or your options at your table.

# Summative Meetings with Principals

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# Reflect on Last Year

Look at the summative evaluation from last year.

What worked well? What didn't work?

In what ways did it set the stage for this year?

# Make Your Plan

When you meet with the principals...

- What do you want all of your principals to hear?
- What will your agenda or plan be?
- How will you communicate this to your principals in advance?
- How will you use this year to look ahead?

# Reflect on Last Year

Look again at the summative evaluation from last year.

What's your plan for the summative meeting with this principal, this year?



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# Next Year

## Next Year?


- Three sessions?
- After CSA or not?
- Will we need a year one cohort?

# Closure: Next Year

On note paper, write a quick letter to Jeff about what you would like to see included in or changed for

Principal Evaluator  
Training,  
*NEXT YEAR.*

Leave it at your table.



Dear Jeff:

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