

Changes in Principal Evaluation Practice

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<ul style="list-style-type: none"> • Evidence mind set (yet not scare away) • Independent other observer • Clearer expectations • Rubrics • Learning • Bench marking • More focused school visits • Leadership focus • Scheduling all observations • Visits pre and post conference • Documentation (tied to standards) • Documentation • More focus conversation with people in building • Questions centered on goals 	<ul style="list-style-type: none"> • Focused visits • Evidence collection and sorting, details, depth • Follow-up • Clear about expectations • Support for principals • Reflection on the APPR • Rubrics • Debrief conversation after walk through • Documentation • Time • More forced articulation of evidence • More engagement with all stakeholders • Direction/leadership with curriculum • Documentation • Visibility • Evidence collection • More targeted visibility • Deliberate data focus • Meetings • More evidence collection • Documentation • More structured interaction with teachers, parents and students • Feedback from students/parents/staff (systematic and focused) • More focus • More targeted • More academic focus • More visits • More documentation 	<ul style="list-style-type: none"> • Social oriented visits • Delegation • Social time • Informal • Less BS • Less opened • Less organization