

Principal Evaluator Training

This chart represents comments from the first round of school visits (and accompanying supervision or principals work):

Positive Things (+)	Changes (Δ)
<ul style="list-style-type: none"> • Combination of principal and superintendent designed goals • Incorporation of data in the conversation • Being more deliberate about the rubric including evidence • Increased principal responsibility within district goals • Accompanying the principal on teacher walkthroughs – follow-up conversations allow for calibration • Doing observations with principals • Assuring inter-rater reliability • Reviewed SLO's from past year to this year • Frequent visits- announced and unannounced • Building reports- reviewing the past year/looking ahead • Goal setting with staff communication follow-up • Sitting with principal during superintendent hearing, allowed principal to conduct it • Joint meeting at faculty council • Observed pre and post conference • Observed support group (student) meeting • Principals present goals and data to school boards • Group meetings with all principals, focusing on instruction • Goal setting conversations • Debrief after meetings • Observe staff meeting then debrief • Smart goals • Instructional rounds together and discuss • Pre observation and post together • Review of meeting agendas and schedule for the year • Feedback on goals • Team feedback on goals • Daily informal drop ins • Asking them where they think they rate and why instead of me telling them • Informal feedback- conversations/discussions • Practicing conversations on instructional feedback before post-conference • What can/should you do to get from one level to the next • Observation meetings/conferences 	<ul style="list-style-type: none"> • Include more data in the conversations • More time • Are we complying or maintaining student centered evaluation/rubric? • Be certain principals know and understand current guidance at SED • Scheduling a meeting on specific topics is not always effective • Need to rehearse public meetings before doing • More classroom visits • Be more on schedule • Principal – Teacher translation • Switch from focus on paper evidence to focus on conversation • Have conversations early in the year about how they would rate themselves (especially with previous years “data”) • Need to look at the plan for the year’s faculty meetings • Need to observe a faculty meeting • Go along on an observation • Review principal’s map for the year • Spend as much time with a principal as a principal spends with a teacher