

Principal Evaluation PLC

SESSION 4
2013-14



Theory of Action

If we operationally define and apply common criteria for principal performance within a leadership framework, then there will be an increased systemic coherence which will result in higher levels of performance and learning from principals, teachers and students.

Essential Questions

As A Professional Learning Community:

How do we deepen our knowledge of Washington's states evaluation criteria for Principals in order to guide decisions that have promise to improve student learning?

How do we use the AWSP Principal Evaluation framework to provide us with a way to operationalize the revised evaluation system to improve teaching and learning?

How do we create a professional development plan to build Principal readiness for a new district evaluation model that will help principals grow and develop?

How do we establish and implement systems and structures in our districts that will continue to improve collaboration and communication about the evaluation system?



Norms:

Start/end on time

Dive in to make this your own

You are accountability partners today, not just thought partners

Keep students at the heart of every conversation/decision

Be reflective

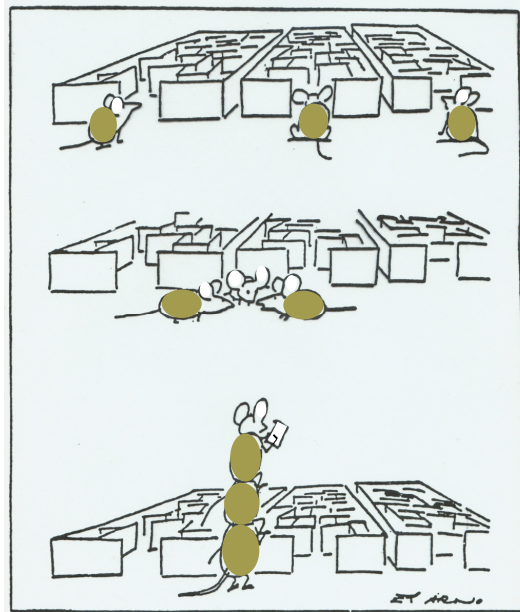
Today

Review of Principal Evaluation

Workshop 1-Helping Principals to become more proficient at instructional leadership

Workshop 2-Student Growth Evidence 3-5-8

Workshop 3-Case Study sharing



If we're to get through this maze of pressures and questions, it will take all of us in a truly collaborative fashion

Managing Change Effectively

Trust	Vision	Skills	Resources	Payoff	Action Plan	=	Change
	Vision	Skills	Resources	Payoff	Action Plan	=	Sabotage
Trust		Skills	Resources	Payoff	Action Plan	=	Confusion
Trust	Vision		Resources	Payoff	Action Plan	=	Anxiety
Trust	Vision	Skills		Payoff	Action Plan	=	Anger
Trust	Vision	Skills	Resources		Action Plan	=	Sporadic Change
Trust	Vision	Skills	Resources	Payoff		=	False Starts

Quick and dirty review of Principal Evaluation Best Practice/research



Leadership is key to improving teaching & learning

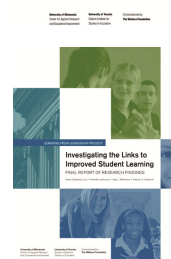
“Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school.”

-- *How Leadership Influences Student Learning*,
Kenneth Leithwood, et al,
University of Minnesota,
University of Toronto, 2004



“Six years later we are even more confident about this claim.”

-- *Learning from Leadership: Investigating the Links to Improved Student Learning*,
Louis, et al, 2010

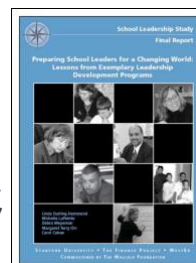


9

Effective principals are key to retaining good teachers

“It is the leader who both recruits and retains high quality staff. Indeed, the number one reason for teachers’ decisions about whether to stay in a school is the quality of administrative support – and it is the leader who must develop this organization.”

-- *Preparing School Leaders for a Changing World*,
Linda Darling-Hammond, et al, Stanford University, 2007



10

What effective principals do

Have a vision of academic success for all students

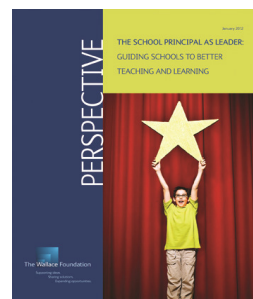
Create a Culture of continuous improvement

Cultivate leadership in others

- Lead the leadership team
- Lead the professional learning community

Manage people, data and processes

All in the service of improving instruction



Source: The School Principal as Leader: Guiding Schools to Better Teaching and Learning, January 2012

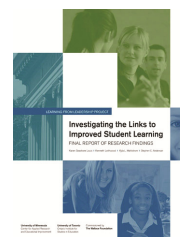
11

Why the district role is important

“Both qualitative and quantitative evidence indicate that district priorities and actions have a measurable effect on professionals at the school level.”

Leaders in higher performing districts communicated explicit expectations for principal leadership and provided learning experiences in line with these expectations

They also monitored principal follow-through and intervened with further support where needed.



- Wahlstrom, et al, Executive Summary of Research Findings, 2010

12

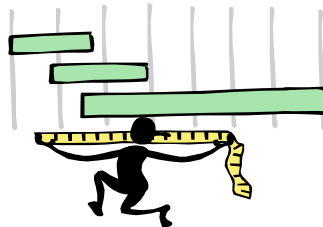
Best Practice



- Self assessment
- Goal setting conference
- Formative conferences
- Professional development plan
- Supervisory walk through
- Coaching conversations
- Self reflection before the summative conversation
- Summative conference
- Final Written summative evaluation

Evidence

Evidence means observed practice, products or results of a certificated classroom teacher or certificated principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. (WAC 392-191A-030)



NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

Why focus on principal evaluation system improvement?

Improvement is a discipline, a practice that requires focus, knowledge, persistence, and consistency over time.

-Richard Elmore

90,000 public school principals	98,706 public schools	3 million teachers	55 million PK-12 public school students
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U.S. Census, 2011; Battle and Gruber, 2010; Gates et al., 2002

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NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

Why focus on principal evaluation system improvement?

- Principals report having **few sources of feedback**.
- Principals view evaluation as having **little impact** on their sense of accountability or practice.
- Performance assessments are **inconsistently administered**.
- Performance assessments are not **often aligned** with existing professional standards, and lack psychometric research.
- Principal performance assessment is not implemented in ways that maximize rating consistency, validity, and impact.

Clifford and Ross, 2011; Condon and Clifford, 2009; Goldring, et al. 2009; Heck and Marcoulides, 1996; Kimball, Milanowski and McKinney, 2009; Portin, Feldman and Knapp, 2006

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Why focus on principal evaluation system improvement?

35 states have adopted or adapted ISLLC standards.

NCATE adopted ISLLC standards for preparation program certification.

- Creating and sustaining an ambitious vision and mission
- Engaging with teachers and data to improve instructional quality and access.
- Efficiently managing resources.
- Creating safe learning environments for students and staff.
- Developing strong and respectful community relationships.
- Acting in a professional and ethical manner.

CCSSO, 2008; Marzano, Walters, & McNulty, 2005; Strong, Richard & Catano, 2008

How leaders improve instruction

Share decision-making

- Principals are most effective when they see themselves as working collaboratively towards clear, common goals with district personnel, other principals and teachers
- Sharing leadership increases credibility – doesn't diminish it
- Balance clear expectations with fair accountability measures

Lead the professional learning community – the most direct means of improving instruction at all levels

- Lead the leadership team
- Create a common learning agenda among all staff
- Provide support and clear expectations for teachers

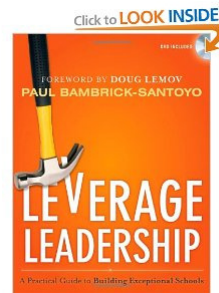
High performing schools leaders both set the climate of high expectations and lead instruction

- This is all most difficult at the high school level

Leverage Leadership

Leadership study
done by Urban
Institute:

Principals spend 6%
time on instructional
leadership



Seven Pillars of Effective Schools——Instruction:

Data-Driven Instruction

- Defining the end goal and shifting the focus from what was taught to what students learned

Planning

- Building strong curriculum plans and lesson plans as a foundation for effective teaching

Observation and Feedback

- Speeding up the feedback/improvement loop

Professional Development

- Developing knowledge base about teaching
- Providing opportunities for practice in a controlled setting

Seven Pillars of Effective Schools——Culture:

Student Culture

- Creating a rigorous, joyful student culture that drives learning and character development

Adult Culture

- Building a strong, supportive adult culture

Managing and Developing Leadership Teams

- Developing additional instructional leaders who can lead implementation of the instructional pillars

Coerce & Compel style or Wait & See style

Both styles have strengths

Coerce & Compel	Wait & See
Takes action and steps in when things go wrong	Strongly supports people
Exercises persistence in follow-up	Emphasizes giving people freedom to succeed or fail
Doesn't give up easily	Places a lot of trust in others
Ensures frequent, regular reporting	Steps in with great caution
Communicates high expectations	Builds strong loyalty and support in others
Stays focused on the task at hand	Thoroughly thinks through intervention before acting

Both styles display weaknesses that sooner or later will get you into trouble

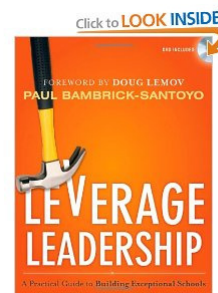
Coerce & Compel	Wait & See
Intimidates others	Avoids a proactive approach
Overreacts to bad news	Strikes people as disengaged
Tends to force things to happen	Makes false assumptions that things are happening
Willing sacrifices relationships	Does not follow up often enough
Resists a people-oriented approach	Tends to err on the side of not intervening
Lacks sufficient trust in others	Sets low expectations

Workshop 1: Protocol to discuss helping Principals grow

Discussion:
“Leading for Effective Teaching”

And

Chapter 9
“Managing & Developing Principals”



Workshop 2

Determining multiple measures in student growth

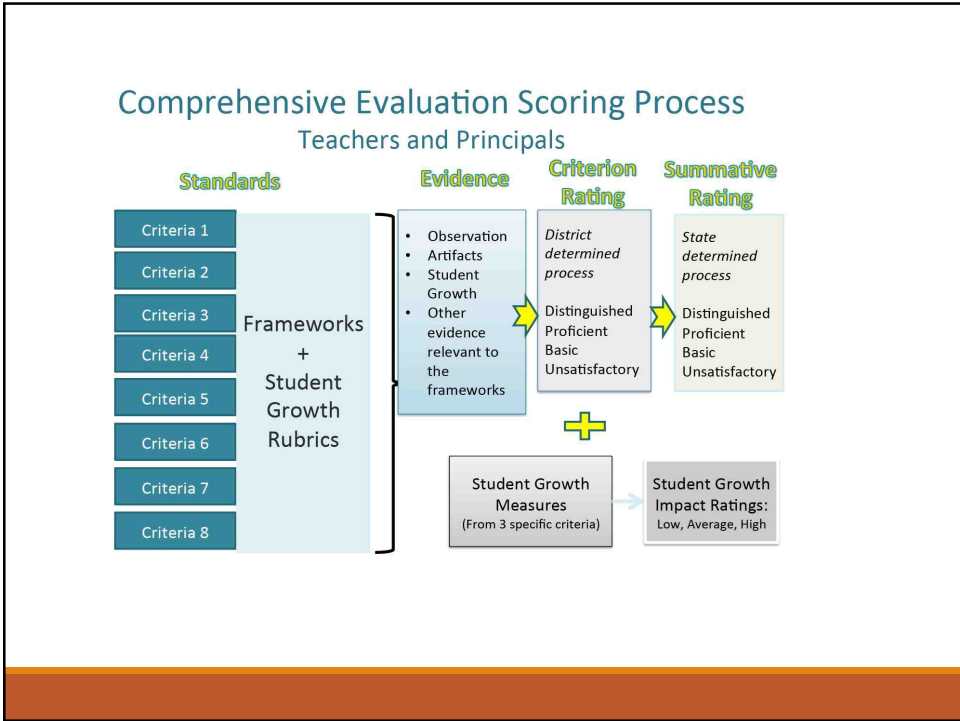
Student Growth Rubrics

3.5 5.5 8.3

Student Growth Principal Rubric Language

SG 8.3

			practices, which enables improvement in closing identified gaps	realizing the learning potential
8.3 Provides evidence of growth in student learning	Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student subgroups	Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district's learning goals for identified subgroups of students	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students



Teacher & Principal Raw Score Model Sample

Evaluation Criteria		Overall Criterion Scores	
* Student Growth- Teachers			
** Student Growth- Principals			
Criterion 1			
Criterion 2		4	
*/** Criterion 3		3	
Criterion 4		2	
** Criterion 5		3	
* Criterion 6		2	
Criterion 7		3	
*/** Criterion 8		2	
Total Summative Score		22	
OSPI Approved Summative Scoring Band			
8-14	15-21	22-28	29-32
1	2	3	4
Unsatisfactory	Basic	Proficient	Distinguished

Student Growth Rubric and Rating (Principal)

Student Growth	Student Growth* Score Based on Rubric		
Criterion 3.4	2**		
Criterion 5.2	2**		
Criterion 8.3	1**		
Student Growth Score	5		
	3-5	6-9	10-12
	Low	Average	High

Must include a minimum of two student growth measures (i.e., state-, district-, school-, and classroom-based measures).

** A student growth score of "1" in any of the student growth rubrics will result in a low growth rating.

Evaluators place principals into summative rating categories based on score bands. As illustrated below, this principal would receive a low student growth rating

Summative Rating & Impact on Student Learning Matrix

Summative Rating ↑	Distinguished	Proficient Rating Student Growth Inquiry	Distinguished Rating	
	Proficient	Proficient Rating Student Growth Inquiry	Proficient Rating	
	Basic	Basic Rating Student Growth Inquiry	Basic Rating	
	Unsatisfactory	Unsatisfactory Rating Plan of Improvement		
Consequences as a result of Intersection between Summative Rating and Impact on Student Learning Rating		Low	Average	High
		Impact on Student Learning →		

Reflection and evaluation time...

Complete Plus/Delta

Homework Assignment

