Principal Supervisor Training

Delaware Academy for School Leadership

Dr. Jackie O. Wilson
Dr. Sharon Brittingham
Dr. John Kreitzer
Shannon Holston
Agenda

Welcome, Introductions, Overview of the Day

Setting the stage: Principal Evaluation as a strategy for improving student outcomes

Principal Supervisor Guide for Evaluating Principals

Developing a common understanding of “effectiveness” as defined by the rubric

Break

Continue Rubric Study

Lunch on Your Own

Using the Rubric / Collecting Evidence

Writing effective performance goals & the Goal-Setting Conference

Planning for the Process

Exit Activity & Evaluation
Objectives

By the end of this session, participants will be able to:

• Understand the importance of principal evaluation as a strategy for improving student outcomes
• Be familiar with the DPAS II Principal Guide for Evaluating Principals
• Develop a common understanding of “effectiveness” as defined by the DPAS II rubric for principal evaluation
• Write effective performance goals related to student outcomes and leadership priorities
• Create a plan for implementing principal evaluation in your district

This training and credentialing is required for those serving as Principal Supervisors in 2014-2015 school year.
Objective 1

Understand principal evaluation as a strategy for improving student outcomes
Leadership Matters

Amplify Learning Outcomes

LEADERS HAVE A MULTIPLIER EFFECT

1 Principal  20 Effective Teachers

500 Student Successes

Approximate numbers based on national averages

Attract Great Teachers

A high-quality principal will hire, develop and support talented teachers...

...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.
Major Shifts in Administrator Evaluation

GOAL SETTING
- Student performance measures
- Leadership priorities

RUBRIC
- Use of the rubric to promote growth in specific leadership behaviors

PROCESS FOR EVIDENCE COLLECTION
- Ongoing process for evidence collection and providing feedback to principals
Big Ideas in DPAS II for Principals

- Provides space for professional judgment
- Assures continuous improvement of student outcomes
- Supports professional growth
- Facilitates quality talent management
Objective 2

Be familiar with the DPAS II Principal Guide for Evaluating Principals
Purposes of the Guide

• Underscore the importance of high quality principal evaluation as a district improvement strategy

• Provide clear direction to principal supervisors and principals about requirements and about flexibility

• Promote strong practices in principal evaluation
Organization of the Guide

I. Introduction to DPAS II
II. Components of Principal Evaluation
III. Goal Setting Process
IV. Collecting and Using Evidence
V. Mid-year Conference
VI. Summative Conference & Evaluation
VII. Determining a pattern of ineffectiveness
VIII. Implementing an improvement plan
IX. Challenge Process
X. Forms
The Big Ideas

A rigorous process for goal-setting → Connecting student performance measures to leadership priorities

- Observations as part of evidence collection
- Documented, high quality mid-year conference
- Consistent ratings on a summative evaluation
Table Talk

• Review your designated section of the guide.
• Share key ideas of your assigned section with your table group.
Objective 3

Develop a common understanding of “effectiveness” as defined by the DPAS II rubric for principal evaluation
Components of Leadership Practice

- Comp. 1: Vision and Goals
- Comp. 2: Teaching and Learning
- Comp. 3: People, Systems, & Operations
- Comp. 4: Professional Responsibilities

- Written as Delaware Administrator Standards
- Directly linked to ISLLC Standards
- Each component has descriptive criteria and leadership behaviors that indicate a level of performance
Rubric Design

- Directly linked to ISLLC standards.
- Each component has four criteria and are the basis upon which the performance of an administrator is evaluated.
- Each criterion has four performance levels described in the rubric.
Content and Language of the Rubric

- Provides lens for evaluating administrators

- Articulates *new* performance descriptors for highly effective and effective leadership

- Provides common language to describe leadership practice

- Puts focus on evidence to describe level of performance

- Orients feedback toward professional growth with descriptors
Getting Familiar With the Rubric

Take 10 minutes to review the Rubric for Principal Practice looking specifically for the following:

- Components of Principal Practice
- Criteria
- Performance Levels
What Is Effective Practice?

• Take 5 minutes to closely read the effective category in each component.

• After each component, discuss at your table:
  
  What actions do principals take to demonstrate these essential skills?

Discuss as a table and chart key ideas/principal’s actions from your discussion.
Take note of the principal’s actions during a walkthrough debrief with his administrative team.

**Process**

- Watch the video. Remember to record what you see or hear.

- **What evidence can you collect from observing this scenario?**

- **In which criteria could the evidence be considered?**

- Discuss and cross reference to the rubric.

- Discuss and rate the evidence.
During the walkthrough, the principal’s radio blasts “Administrator needed in Room 205 immediately to remove a student.” The principal says, “I need to go” and immediately jogs to Room 205. Upon arrival at the room, there are two assistant principals dealing with the situation.
“Six of our teacher leaders attended a workshop last week on the topic of Summarizing Strategies. Teacher leaders are responsible for bringing the information back and training their colleagues during PLC” time.”
You are reviewing the principal’s observation schedule and written observations on the online platform. You note they are behind schedule by 7 observations and the written statements were repetitive with every teacher receiving some of the same general statements without supporting evidence.
Processing Activity

• 2 ROUNDS

• Stand up and pair up

• Take three minutes to interview each other with questions in boxes below

• Capture key ideas to share with whole group

Round 1: What strategies will you use to familiarize principals with the rubric?

Round 2: What ideas and phrases in the rubric do you think will prove to be the most powerful in your conversations with principals?
Lunch Break
11:45-12:45
Evidence Collection

• Developing a collaborative system for evidence collection
• Organizing time for evidence collection
• Developing a process for evidence collection
• Aligning principal practice with teacher evaluation and professional growth
• Determining technology needs
Types of Evidence

Direct Observation
The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing.

Indirect Observation
The evaluator is observing systems that operate without the leader present.

Artifacts
Materials that document principal practice.

School Data
Teacher performance data, student performance data, overall school performance data.
Possible Data Collection Schedule

The evaluator collects evidence during observations and conferences throughout the year.

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of year conference</strong></td>
<td><strong>Short Visit 1</strong></td>
<td><strong>Extended Visit 1</strong></td>
<td><strong>End of year summative evaluation conference</strong></td>
</tr>
<tr>
<td>• Train principals on new principal effectiveness rubric and process.</td>
<td>• Meet to set goals and discuss process of evidence collection.</td>
<td>• Evaluator gives feedback on all performance components</td>
<td>• Final rating assigned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-year conference</strong></td>
<td><strong>Short Visit 2</strong></td>
<td><strong>Extended Visit 2</strong></td>
</tr>
<tr>
<td>• Evaluator gives feedback on all aspects of principal performance to date</td>
<td>• Collaboratively check progress on school-wide goals</td>
<td></td>
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</tbody>
</table>
Objective 4

Write effective performance goals related to leadership priorities and student outcomes
Goal-Setting Process

Student Performance Measures (Component V Mandatory)

Leadership Priorities (Strongly Recommended)
* Choose a principal you currently supervise

* Reflect on their leadership strengths and areas of growth

* Reflect on the school data and areas of need
The Student Performance Measure “Quality” Test

Data Analysis
- How does the SPM address a critical area of growth, a specific grade or subject, or/and a sub-group that has been underperforming at your school?
- Is the target informed and driven by past performance? Describe.

Alignment
- Explain how the SPM demonstrates alignment to district priorities.
- Does the SPM provide an opportunity for the school to move in a coordinated effort toward increases in student achievement? Provide a rationale.

Measures
- Explain how the assessments help you track progress on the SPM, how they allow you to track benchmarks throughout the year.
- Explain how the measures allow you to track growth in addition to attainment.

Strategies
- Show how the Administrator identified leadership priorities will support the SPM.
- Have teachers in appropriate grades and subjects linked their SPMs to the school-wide SPM?
- Is there a plan in place to monitor and adjust strategies? Describe it.
Component 5: Student Improvement

Part A: Student Growth Formula

Part B, Section 1: State-approved measures in ELA and/or Math

Part B, Section 2: One other academic student measures

Component 5: Student Improvement

0% + 50% + 50% = 100%

**Part B, Section 1**: The first section will be based upon the local selection of state-approved measure B’s in ELA and/or Mathematics for students which the administrator is responsible.
External Measure B

- Adaptive Behavior Assessment System®,
- Ages and Stages Questionnaires®, 3rd Ed.
- AIMS web®: Curriculum-Based Measures of Reading (R-CBM) and CBM Reading Maze
- Battelle Developmental Inventory®, 2nd Ed. (BDI®-2) 38.0/45.0
- BRIGANCE®: Diagnostic Inventory of Early Development-II
- DCAS Alt-1
- Developmental Assessment for the Severely Handicapped®, 2nd Ed. (DASH®-2)
- Devereux Early Childhood
- Diagnostic Assessment of Reading® (DAR®)
- Dynamic Indicators of Basic Early Literacy Skills® (DIBELS®)
- DIBELS (Next)
- EOC – Algebra II
- EOC – Integrated Math III Gates-MacGinitie Reading Tests® (GMRT®)
- Group Reading Assessment and Diagnostic Evaluation® (GRADE®)
- Iowa Test of Basic Skills® (ITBS®).
- Measure of Academic Progress® (MAP®)
- Oral and Written Language Scales® (OWLS®)
- Otis-Lennon School Ability Test®, 8th Ed. (OLSAT® 8)
- Preschool Language Scale®, 4th Ed. (PLS®-4)
- Preschool Language Scale®, 5th Ed. (PLS®-5)
- Scantron® Lexile® Performance Series™ Diagnostic Solutions
- Scholastic Reading Inventory® (SRI®)
- Scholastic Math Inventory® (SMI®)
- STAR® Early Literacy.
- STAR® Math 43.5/47.0
- STAR® Reading 40.5/47
- Test of Adult Basic Education® (TABE®)
- Test of Early Mathematics Ability®, 3rd Ed.
- Test of Preschool Early Literacy® (TOPEL®)
- TerraNova®,
- Tool for Real-time Assessment of Information Literacy Skills® (TRAILS®)
Component 5: Student Improvement

Part A: Student Growth Formula

Part B, Section 1: State-approved measures in ELA and/or Math

Part B, Section 2: One other academic student measures

0% + 50% + 50% = 100%

Part B, Section 2: The second section of Part B shall be based upon state-approved measures, other state-recommended measures, current success plan measures pertaining to student performance, or other district priority student achievement measures.
Component 5: Student Improvement

Part A: Student Growth Formula

Part B, Section 1: State-approved measures in ELA and/or Math

Part B, Section 2: One or two other academic student measures

Component 5: Student Improvement

0% + 50% + 50% = 100%

The total Component V score (2014-2015) equals the calculation for Part B, Section 1 (ELA and/or Math) and Part B, Section 2 (Other academic student measures: (Part B, Section 1 score + Part B, Section 2 score) = Component V score).

0-59 = Unsatisfactory
60-79 = Satisfactory
80-100 = Exceeds
Summary on Component V

- Part A will be reported for informational purposes only and will not count in the evaluation process for the 2014-2015 school year.
- Part B can have no more than 2 measures.
- Part B-1 includes 3 parameters for the coming school year:
  - ELA and/or Math
  - Approved Measure B External/Internal
  - Should be applicable to Group 1 educators or all students for which the administrator is responsible
- Part B-2 provides additional flexibility; represent other grade levels, subgroups, success plan measures, etc.
Process Activity

• Think of a school leader you are working with currently (school data, principal areas of growth, etc.)

• Brainstorm Responses to Areas 1-3 of the quality test
  • Past Data
  • Alignment
  • Measure Selection

• Share your brainstorm with a partner and give feedback using the “quality test”
Alignment of Performance Targets

State of Delaware
accountability system and goals

District
performance targets and multi-year goals

School
performance targets and multi-year goals

Administrator
Student performance measures

Teacher
Student performance measures
By May 2015, 85% K-2nd grade students at Breakwater Elementary will grow at least 5 levels in reading comprehension, oral reading, and fluency as measured by DRA2 assessment.

Reading level set up to monitor and measure student growth. This goal also addresses grades not tested in state assessment data.

Reading comprehension is a critical area of growth for all students in all subgroups at Breakwater.

Setting ambitious goals for students early on is instrumental in moving toward district goal of all students reading at or above grade level by 3rd grade,

Assessment measure has three administrations which allows for monitoring benchmark growth toward goal. Grade level goals are clearly outlined.

Time bound to June, but set up to track progress on DRA2 benchmark administrations throughout year.
Internal Measure B

By May 2015, 80% of students in grades 6-8 will meet their growth target as identified by the approved measure B Math pre/post-test.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students reaching target</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Teacher B</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Teacher C</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>Teacher D</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Teacher E</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Teacher F</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Teacher G</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Teacher H</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Teacher I</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Teacher J</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>170</td>
<td>213</td>
</tr>
</tbody>
</table>

80%
Connecting Student Performance Measures & Leadership Priorities

Leadership Priorities

Student Performance Measures (Component V)
## PRIORITY LEADERSHIP AREA #1

<table>
<thead>
<tr>
<th>Criterion (or Criteria)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Leadership Actions</td>
<td></td>
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<tr>
<td>Indicators of Success</td>
<td></td>
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</table>
Goal Statement: I will manage my time effectively in order to increase the frequency and impact of classroom walkthroughs by conducting X walkthroughs per week, on average and providing feedback to teachers.
(Criterion 2C: Increases Teacher Effectiveness through Evaluation and Support)

Key Actions:
• By September 1: Develop a schedule and method for logging classroom walkthroughs between October 1\textsuperscript{st} and May 30\textsuperscript{th}.

• By January 1\textsuperscript{st}: Share at least 5 (anonymous) samples of feedback I’ve written with principal colleagues and/or principal supervisor and analyze their feedback.

• By June: Log demonstrates at least X walkthroughs with feedback weekly, on average between October 1 and May 30\textsuperscript{th}. 
Process Activity

- Think of a school leader you are working with currently (school data, principal areas of growth, etc.)

- Brainstorm:
  - Identify leadership priorities and/or strategies that will support the goals

- Share your brainstorm with a partner and give feedback using the “quality test”
• What strikes you as critical when carrying out this process in your own district?

• What needs to be in place to ensure a robust goal-setting process ready to go for 2014-2015?
<table>
<thead>
<tr>
<th>Leadership Practice (Components 1-4)</th>
<th>Student Improvement (Component 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td><strong>Exceeds</strong></td>
</tr>
<tr>
<td>Effective</td>
<td>E or HE on at least three + No Ineffective (I)</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>E or HE on one or two + Fewer than 3 I</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>E or HE on three</td>
</tr>
<tr>
<td>Ineffective</td>
<td>E or HE on zero, one or two</td>
</tr>
<tr>
<td>Ineffective</td>
<td>E or HE on zero</td>
</tr>
<tr>
<td>Ineffective</td>
<td>3 or more I</td>
</tr>
</tbody>
</table>
Create a plan for implementing principal evaluation in your district
Things to think about. . .

- Who is responsible for supervising each principal?
- When and how do I start the process?
- How will I manage the time to complete the process?
- Who will monitor the process and how?
- What is the contingency plan for any unexpected interruption in the process?
- How do I deal with administrative changes?
Develop a plan for implementing principal evaluation in your District
Contact Information

Shannon Holston
Shannon.holston@doe.k12.de.us

Jackie Wilson
jowilson@udel.edu

Sharon Brittingham
sharonbr@udel.edu

John Krietzer
johnk@udel.edu