Evaluating Principals

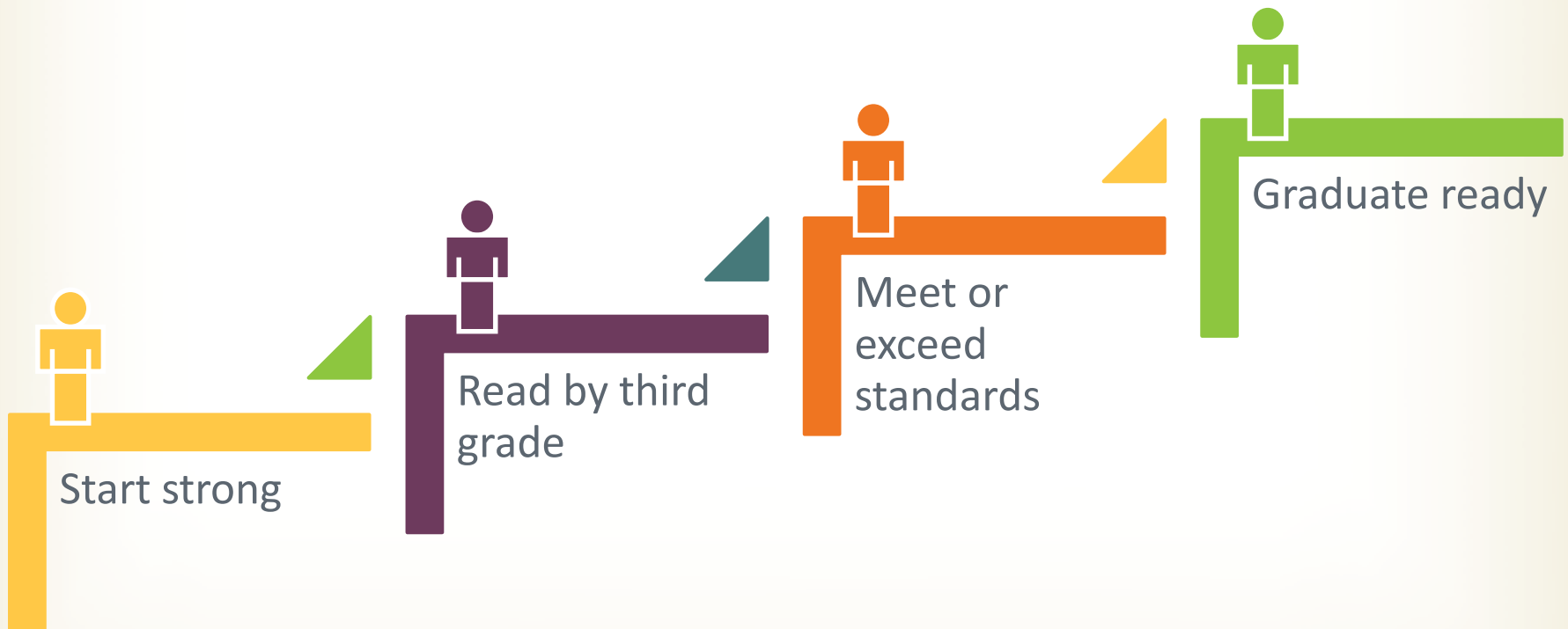*School Leaders Need Feedback and Support Too!*

CEI Showcase 2015

The Colorado Department of Education
Educator Effectiveness
2015

Principals Support Every Student Every Step of the Way

Start strong

Read by third grade

Meet or exceed standards

Graduate ready

Who's In The Room Today?

- **Superintendents**

- **Directors/Central Office**

- **Principals**

- **Other?**

- **Who are we?**

    Chris Vance, CDE/Center School Dist.

    Paul Jebe, CDE/Mesa D51

OBSERVATION

Rubrics

We'...
a littl...
e las...
of y...

Standards

Tests

About models of in use effort that

Principals and both the

teacher evaluations process

Like teachers, Principal evaluations are built using two components: Professional Practices and Measures of Student Learning

50% 50%

Measures of Student Learning

Professional Practices
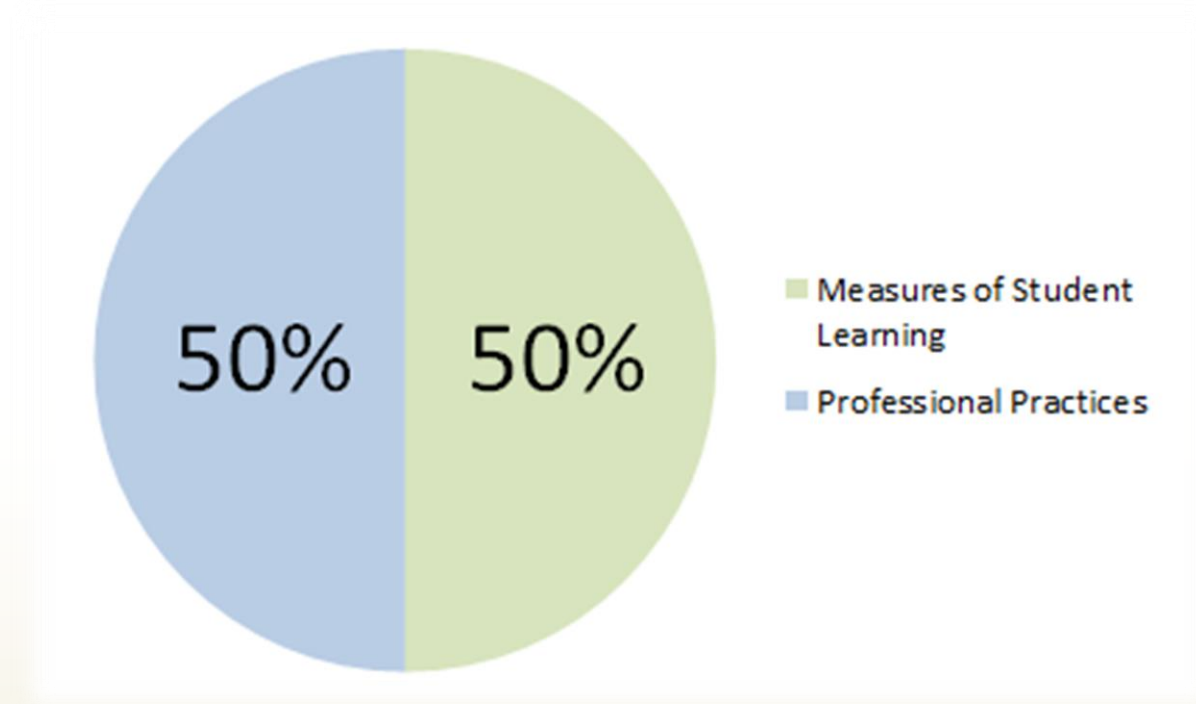
Today, we would like to spend our time talking about ways to inform the Professional Practices side of the evaluation.
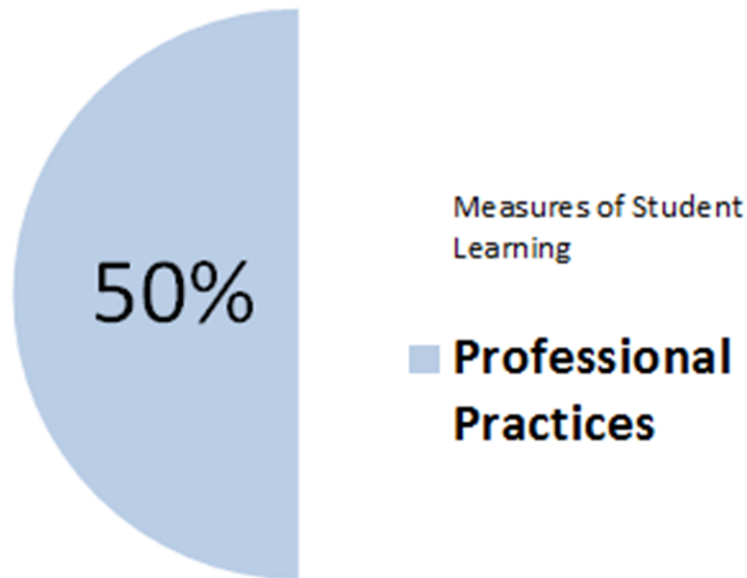
50%

Measures of Student Learning

Professional Practices

Outcomes

- **Discover how common school processes reveal data about Principal performance**

- **Learn about the connections of these indicators to the Principal rubric**

- **Become familiar with a graphic tool created to support you in this process**

A little "legal" warm-up

- **The State Board Rules provide a framework that specifies what is included in the Professional Practice side.** SBE Rules 5.01 (E) (2) (a) and (b)

- **Two items "shall be" included:**
  - Input from teachers in the school
    - Do you have suggestions/ideas for ways to gather this input?
  - Improvement in teacher ratings from the school
    - % and # who are at each level (effective, highly effective, partially effective, ineffective) and the % and # who are improving their performance. Thoughts about this?

A little "legal" warm-up

- **What do you do with this required "input" and "improvement" data?**

  - **"School Districts and BOCES shall measure Principal performance against Quality Standards I –VI using tools that capture information about the following:"** (the two we just looked at)

  That means it informs you when you are completing the professional practices rubric for the Principal.
  (we will come back to this a little later)

A little "legal" warm-up

- **A large menu of items is provided which "School districts and BOCES may also use…" as sources of evidence regarding professional practices:**
  - Student perceptions
  - Parent/guardian perceptions
  - Perceptions of other administrators
  - Direct observations
  - Examination of a portfolio

A little "legal" warm-up

- **What can be in that portfolio?**

  - Examination of a portfolio

    - PD strategies and opportunities

    - Evidence of team development

    - Staff meeting notes

    - School newsletters; website content, communications plan

    - Master Schedule

    - Evidence of community partnerships

    - Examination of the UIP

    - Parent engagement/participation rates

    - Teacher retention data

    - 360 degree surveys

    - External reviews of budgets

A little "legal" warm-up

- **Care should be exercised not to overload the Principal or the evaluator with a ponderous amount of evidence in a portfolio. This is an OPTION, not a requirement. Only collect those documents if they will . . .**

Inform you when you are completing the professional practices rubric for the Principal.
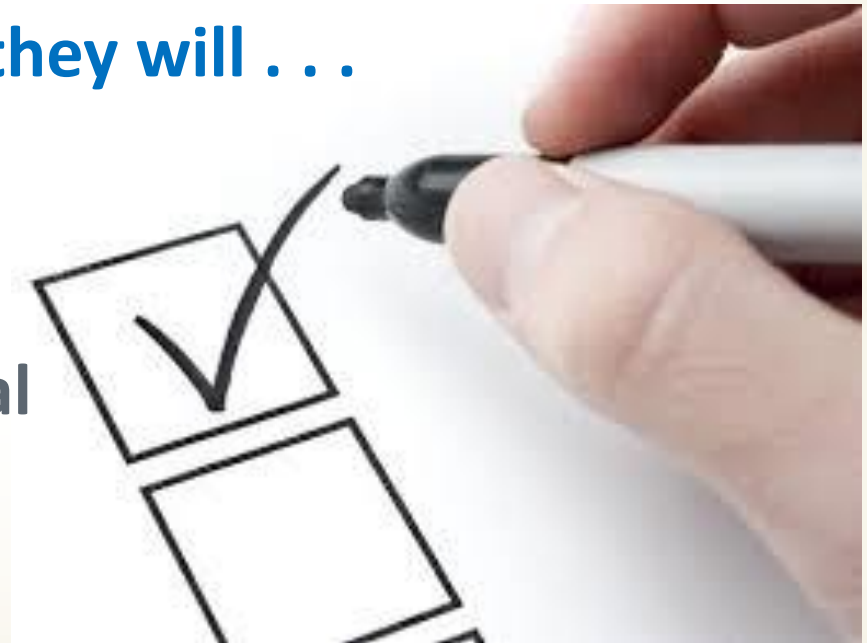
Which ones inform the rubric most effectively?

- **Let's float one of those data points to the top and examine it more closely.**
  - Examination of a portfolio
    - PD strategies and opportunities
    - Evidence of team development
    - Staff meeting notes
    - School newsletters; website content, communications plan
    - Master Schedule
    - Evidence of community partnerships
    - **Examination of the UIP**
    - Parent engagement/participation rates
    - Teacher retention data
    - 360 degree surveys
    - External reviews of budgets

12

Examination of the UIP

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
	. . . and	. . . and	. . . and	. . . and

- **The term "collaborative" shows up a lot in the rubric.**
- **Where would that aspect of the work be found in the UIP?**
- **The Data Narrative, Section III.**
  - **From the UIP:**
    "Include the general process for developing the UIP and participants (e.g., DAC)."

More elements?

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: School Plan Principals ensure that a plan is in place that supports improved academic achievement and developmental outcomes for all students and provides for data-based progress monitoring.				
THE PRINCIPAL: ☐ Implements systems and processes for planning and managing change. ☐ Works collaboratively to develop the school plan.	. . . and **THE PRINCIPAL** communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and district improvement. ☐ Components of school's plan. ☐ Progress toward meeting school goals and outcomes.	. . . and **THE PRINCIPAL** establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school goals and student outcomes. ☐ Regularly revise school goals and outcomes based on progress monitoring data.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Conscientiously implement the school plan. ☐ Address barriers to achieving school's vision, mission and strategic goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Track student progress. ☐ Collaboratively develop short-term and long-term plans to improve student outcomes.

Table-talk and Share Out

- **How is this resonating with your mindset so far?**

- **Does this seem like a usable approach for you?**

- **Can you see this as a way to provide coaching & support to Principals along with evaluation?**
  - When would that coaching happen?
  - How might that look in your district?

How Many UIP Connections?

- **In your groups/tables, take 5-10 min. to go through your assigned standard and identify the elements that you believe might be connected to the UIP for a given district.** (use the list of standards & elements handout)

Report Out!

- **What did you find?**
- **My list:**
  - 1.a,b,c,d
  - 2.a,b,c,d,e
  - 3.a,b,c,d
  - 4.a
  - 5.a,f
  - 6.a

*Over 2/3 of the elements are possibly connected to unified improvement planning – **that's 68% of the rubric!***

Standard 1.a-d

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT D: Distributive Leadership Principals create and utilize processes to distribute leadership and support collaborative efforts throughout the school among teachers and administrators.				
THE PRINCIPAL: ☐ Involves staff in the school's decision making processes.	. . . **and** **THE PRINCIPAL:** ☐ Assumes responsibility for decision making process. ☐ Includes parents, families and the larger school community in decision making processes.	. . . and **THE PRINCIPAL** involves school staff members in: ☐ Selecting and implementing effective improvement strategies.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Lead planning and monitoring efforts. ☐ Collaborate on school planning efforts.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Participate in meaningful school leadership activities.

Standard 2.a-e

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT E: Instructional Practices Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.				
THE PRINCIPAL: ☐ Provides instructional coaching for teachers. ☐ Stays abreast of evidence based practices associated with improved student learning.	. . . and **THE PRINCIPAL:** ☐ Participates in professional development and adult learning activities to understand evidence based student learning research. ☐ Provides data-based feedback on instructional practices to teachers.	. . . and **THE PRINCIPAL:** ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices. ☐ Supports teacher efforts to engage in data-based decision making. achieving student learning goals.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Use data to guide and support instructional changes. ☐ Collect, analyze and share data related to changes to instructional practices.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Share knowledge of school successes with colleagues and others interested in making positive school changes.

Standard 3.a-d

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary

ELEMENT D: Efficacy, Empowerment and a Culture of Continuous Improvement

Principals and their leadership team foster a school culture that encourages continual improvement through reliance on research, innovation, prudent risk-taking, high expectations for all students and teachers and a valid assessment of outcomes.

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
THE PRINCIPAL: ☐ Routinely assesses student outcomes. ☐ Requires staff to use data to identify needed improvements to teaching and learning activities.	. . . and **THE PRINCIPAL:** ☐ Develops the capacity of staff and other stakeholders to use data for decision making.	. . . and **THE PRINCIPAL** creates a culture of risk taking and learning within the school by: ☐ Developing new initiatives and monitoring their impact on student learning. ☐ Eliminating ineffective activities and initiatives.	. . . and **SCHOOL STAFF MEMBERS** participate in the evaluation of: ☐ Instructional approaches. ☐ Progress toward achieving school goals and student outcomes.	. . . and **SCHOOL STAFF MEMBERS** recommend: ☐ Activities and initiatives for elimination or scale back. ☐ Evidence based programs, practices and instructional programs for implementation.
	sensitivity to diversity in the school community.			

Standard 4.a

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Professional Development/Learning Communities Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teacher leaders in a manner that is consistent with local structures, contracts, policies and strategic plans.				
THE PRINCIPAL: ☐ Organizes the school as a professional learning community.	. . . and **THE PRINCIPAL** provides professional development that is: ☐ Of high quality. ☐ Tailored to meet staff needs. ☐ Focused on student learning. ☐ Research based. ☐ Job embedded. ☐ Designed to meet student learning needs. ☐ Aligned with the school improvement plan.	. . . and **THE PRINCIPAL:** ☐ Provides opportunities for staff to assume leadership roles within the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Actively engage in the creation and implementation of the school's professional learning community.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Assume leadership roles within professional learning communities.

Standard 5.a & f

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT F: Ensuring an Orderly and Supportive Environment Principals ensure that the school provides an orderly and supportive environment that fosters a climate of safety, respect and well-being.				
THE PRINCIPAL: ☐ Understands the importance of establishing a safe, positive and supportive school environment.	. . . and **THE PRINCIPAL:** ☐ Establishes rules and procedures to maintain a safe and positive school culture. ☐ Addresses safety issues immediately and efficiently.	. . . and **THE PRINCIPAL:** ☐ Expects students and teachers to respect diverse interests and attitudes. ☐ Creates mechanisms to ensure all stakeholder voices are heard and respected.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Demonstrate respectful behavior toward students, parents, stakeholders and colleagues.	. . . and **SCHOOL STAFF MEMBERS** initiate activities designed to: ☐ Improve school safety. ☐ Encourage respect between and among students and colleagues.
	☐ Continuous school improvement. ☐ Professional development.	student outcomes.		budgeting and prioritization process as requested.

Standard 6.a

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Family and Community Involvement and Outreach Principals design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school.				
THE PRINCIPAL: ☐ Establishes a welcoming and inviting approach to parents and community members as visitors to the school or individual classrooms.	. . . and **THE PRINCIPAL:** ☐ Conducts community outreach activities. ☐ Invites families to participate in activities specifically focused on their children.	. . . and **THE PRINCIPAL** encourages families and community members to become engaged in: ☐ Student learning initiatives. ☐ School decision making processes.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Support family and community involvement for the benefit of student learning. ☐ Use community resources to support classroom learning.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Sustain meaningful parent and community involvement throughout the school year.

Note Catcher

- **Flip the standards/elements chart over for a note-catcher as we work through today's session.**

- **Add common processes that you think of for your own school as they come to mind.**

How Can I Keep Track of All This?

- **While it is critical for you to dig into the rubric and make these connections in your mind, it could get quite messy once you've connected the rubric to multiple areas!**

"Think this is bad? You should see the inside of my head."

A Tool That Helps you Connect It All

Principal Professional Practice Rubric Connections

Quality Standard	Element from the 2014-15 CDE Educator Effectiveness Rubric for Principals	TELL Survey data	CEI Teacher Perception Survey	UIP Efforts/Plan	Teacher Effectiveness Growth	External Agency Interactions	Acountability & Leadership Mtgs. (Agendas & Minutes)	Fidelity of Implementing Teacher Evaluation Process	Administrative Team Observations	Turnaround Network Rubric
QS1 Strategic Leadership	a. School Vision, Mission and Strategic Goals	✓	✓	✓			✓			✓
	b. School Plan	✓	✓	✓	✓		✓		✓	✓
	c. Leading Change	✓	✓	✓			✓			✓
	d. Distributive Leadership	✓	✓	✓			✓			✓
QS2 Instructional Leadership	a. Curriculum, Instruction, Learning & Assessment	✓	✓		✓			✓		✓
	b. Instructional Time	✓	✓							✓
	c. Implementing High-Quality Instruction	✓	✓	✓	✓			✓	✓	✓
	d. High Expectations for all Students		✓		✓			✓		✓
	e. Instructional Practices	✓	✓		✓			✓		✓
QS3 School Culture and Equity Leadership	a. Intentional & Collaborative School Culture	✓	✓				✓			✓
	b. Commitment to the Whole Child	✓	✓	✓	✓	✓			✓	✓
	c. Equity Pedagogy	✓	✓		✓	✓				✓
	d. Efficacy, Empowerment & a Culture of Continuous Improvement	✓	✓		✓		✓			✓

Mouse-over the elements to reveal a copy of the rubric

Mouse-over the ✓ check-marks to reveal notes on the connections

Stand/Stretch?

A Tool That Helps you Connect It All

- **QUICK TOOL DEMO**

- **To get this tool & today's powerpoint:**

  - Send an email to me   **jebe_p@cde.state.co.us**

  - Use the subject line: **Jebe tool**

  - You will get an automated reply with the two attachments

Connecting some common pieces of evidence

- **Lets look at another piece of information that is readily available and connect it with this tool;**
  - **TELL survey data.**

		Mouse-over the elements to reveal a copy of the rubric			Mouse-over the ✓ check-marks to reveal notes					
Quality Standard		Element from the 2014-15 CDE Educator Effectiveness Rubric for Principals	TELL Survey data	CEI Teacher Perception Survey	UIP Efforts/Plan	Teacher Effectiveness Growth	External Agency Interactions	Acountability & Leadership Mtgs. (Agendas & Minutes)	
QS1 Strategic Leadership		a. School Vision, Mission and Strategic Goals	✓						
		b. School Plan	✓						
		c. Leading Change	✓						
		d. Distributive Leadership	✓	✓	✓			✓	

CONNECTIONS
TELL Q4.1
i. Parents/guardians know what is going on in this school.
TELL Q7.1
e. The faculty and leadership have a shared vision.

Standard 1.a

- **Where do you see connections between the rubric and this TELL question:**
  - Q4.1 i. Parents/guardians know what is going on in this school.

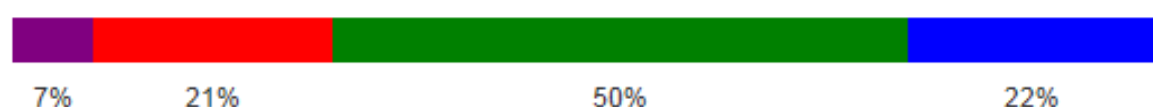| Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are: ☐ Familiar to staff and other stakeholders. ☐ Developed through a collaborative process including staff and other stakeholder groups. ☐ Routinely updated.	. . . and **THE PRINCIPAL** ensures that the school's vision, mission and strategic goals are: ☐ Part of routine school communications with staff and other stakeholders. ☐ Integrated into school programs.	. . . and **THE PRINCIPAL** collaboratively establishes strategic goals that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Incorporate strategic goals into their instructional plans. ☐ Identify and address barriers to achieving the school's vision, mission and goals.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Collaboratively implement strategies to address the school's vision, mission and strategic goals. ☐ Assume leadership roles in updating the school's vision, mission and strategic goals.

Standard 1.a

- **How about this one:**
  - Q7.1 e. The faculty and leadership have a shared vision

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: School Vision, Mission and Strategic Goals Principals collaboratively develop the vision, mission, values, expectations and goals of the school, collaboratively determine the processes used to establish these foundations and facilitate their integration into the life of the school community.				
THE PRINCIPAL ensures that the vision, mission, values, beliefs and goals of school are: ☐ Familiar to staff and other stakeholders. ☐ Developed through a collaborative process including staff and other stakeholder groups. ☐ Routinely updated.	. . . and **THE PRINCIPAL** ensures that the school's vision, mission and strategic goals are: ☐ Part of routine school communications with staff and other stakeholders. ☐ Integrated into school programs.	. . . and **THE PRINCIPAL** collaboratively establishes strategic goals that are: ☐ Focused on student achievement. ☐ Based on the analysis of multiple sources of information. ☐ Aligned with district priorities. ☐ Measurable. ☐ Rigorous. ☐ Concrete.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Incorporate strategic goals into their instructional plans. ☐ Identify and address barriers to achieving the school's vision, mission and goals.	. . . and **SCHOOL STAFF MEMBERS AND OTHER STAKEHOLDERS:** ☐ Collaboratively implement strategies to address the school's vision, mission and strategic goals. ☐ Assume leadership roles in updating the school's vision, mission and strategic goals.

Real Application of TELL Data

- 7.1.e Parents/guardians know what is going on in this school.

- Colorado

7%   21%   50%   22%

- District

5%   19%   52%   24%

- Colo. Elem.

6%   18%   52%   24%

- **This school**

20%   43%   37%
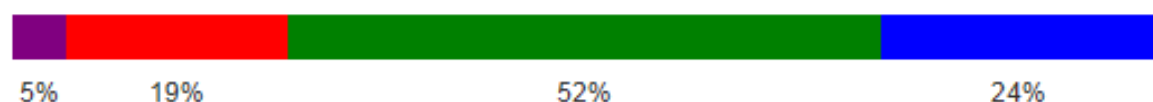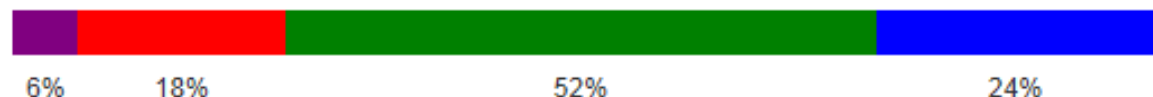
Strongly disagree   Disagree   Agree   Strongly agree

Real Application of TELL Data

- **What do you notice in looking at these two data points?**

- **What circumstances could account for this data?**

- **How would you have a coaching conversation with the principal of this school about this data? What might a goal be for them for the coming year?**

Parents know what is going on

3	19%	58%	20%
2	20%	62%	16%
2	15%	58%	24%
6%	27%	48%	18%

Shared Vision

7%	21%	50%	22%
5%	19%	52%	24%
6%	18%	52%	24%
	20%	43%	37%
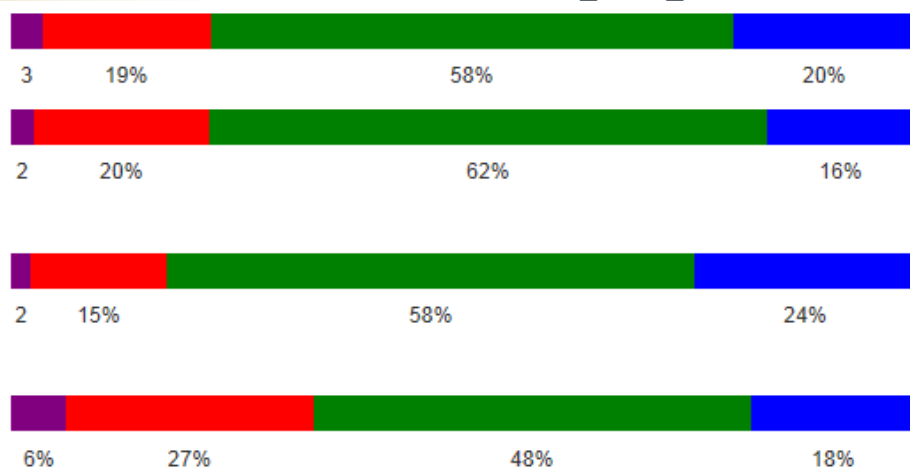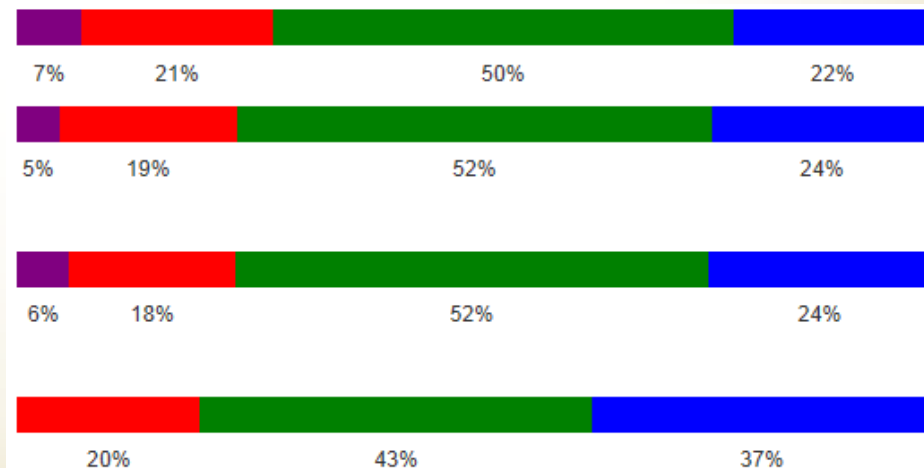
Real Results

- **If that Principal had a goal like this: "Increase parent/guardian & community involvement and awareness in the school's plan and activities" - how many elements of the rubric would that possibly effect?**
  - Work in groups/pairs: scan through the standards/elements handout and predict where it might connect.
  - Chart the connections; discuss what made the element relevant to you
  - Compare to Paul's list

Real Results

Basic	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Advocacy for the School Principals develop systems and relationships to leverage the school district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families.				
THE PRINCIPAL: ☐ Engages community members and key stakeholders in the school's activities. ☐ Understands the community and the issues it is facing.	. . . and **THE PRINCIPAL:** ☐ Identifies and engages key community stakeholders. ☐ Solicits community input and uses the input to inform decisions. sensitivity to diversity in the school community.	. . . and **THE PRINCIPAL:** ☐ Advocates throughout the school community for school support. ☐ Expands personal reach and sphere of influence to maximize support for the school.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Engage community agencies to help meet the needs of students and families.	. . . and **SCHOOL STAFF MEMBERS:** ☐ Maintain strong relationships with key community stakeholders.

Reverse Engineering

- **In a recent Ed Leadership article, Charlotte Danielson explained some of her recent thinking about the size/complexity of her evaluation rubric.**

"Danielson believes her rubric (the Framework for Teaching) has supported such conversations by providing a rigorous analysis of and common language about instruction. But for some educators, she says, the rubric is "just too big... too cumbersome for everyday use... there's just too much detail to permit them to focus on the important ideas about teaching." In response, Danielson has released a draft of a slimmed-down version, reorganizing the content into six "big ideas."

- **In our previous example there were <u>53 individual Professional Practices</u> encompassed in that single goal for a Principal! Working from the goal backwards is like reverse engineering the rubric.** (not to mention you get points for using the concepts of UBD and backwards design)

Starting With the Goal First

- **We have three different scenarios to reverse engineer:**
  - A school with high teacher effectiveness ratings and low student achievement
  - A school with building-wide discipline problems being reported by the community to school leaders
  - A school with a dynamic principal who reports being exhausted

- **Group up and try it out!**
  - Nominate a recorder
  - Nominate a reporter

The Results!

- **Reporters, share out what your group came up with!**
- **When making the connections to the rubric, did you find some of the professional practices served as suggestions/ideas for things that could be focused on by the principal?**
- **Other learnings?**

QUICK DEMO on the Rubric Tool "live"

- **Other areas like:**
  - External Agency Interactions
  - Teacher Effectiveness Growth

New from the Center on Great Teachers & Leaders, and NEA

■www.gtlcenter.org

Intensifying Implementation Support
An Interactive Guide to Successful Teacher Evaluation for Professional Growth

MAY 2015

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

nea NATIONAL EDUCATION ASSOCIATION
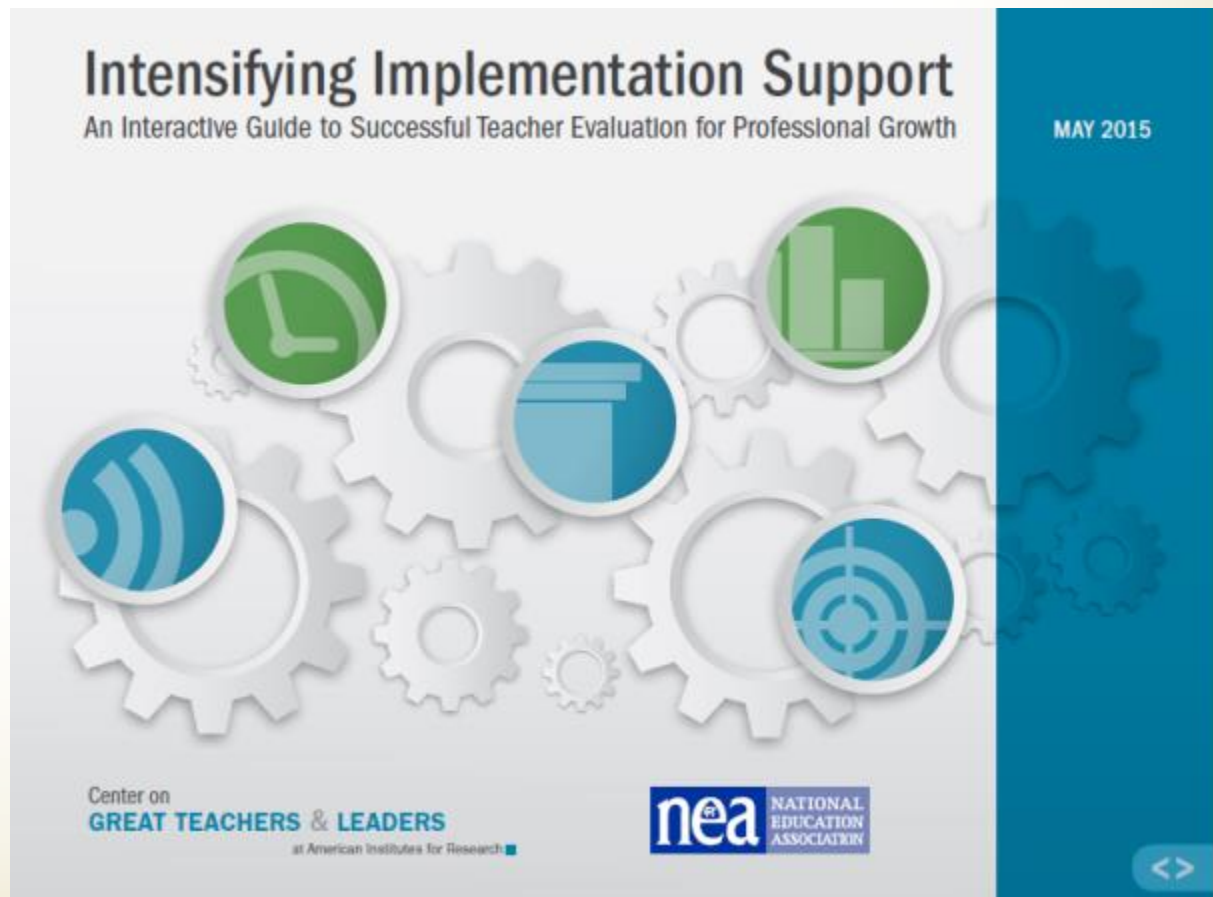
New _from the_ Center on Great Teachers & Leaders, _and_ NEA

■ **5 Support Topics:**

Challenge 1.
Time

Challenge 2.
Communication and Stakeholder Engagement

Challenge 3.
Educator Development and Support

Challenge 4.
Alignment With Other Initiatives

Challenge 5.
Data Availability and Use

Outcomes

- **Discover how common school processes reveal data about Principal performance**

- **Learn about the connections of these indicators to the Principal rubric**

- **Become familiar with a graphic tool created to support you in this process**

Contact Us

Educator Effectiveness Unit Leadership

- Katy Anthes: Executive Director
  - Anthes_K@cde.state.co.us

- Toby King: Director
  - King_T@cde.state.co.us

- Jean Williams: Rubric Evaluation Specialist
  - Williams_J@cde.state.co.us

Contact Us

Implementation, Innovation, Support and Development

- Courtney Cabrera
  - Cabrera_C@cde.state.co.us
- Sed Keller
  - Keller_S@cde.state.co.us
- Dawn Pare
  - Pare_D@cde.state.co.us
- Mary Bivens
  - Bivens_M@cde.state.co.us

- Chris Vance
  - Vance_C@cde.state.co.us
- Paul Jebe
  - Jebe_P@cde.state.co.us
- Dee Blecha
  - Blecha_D@cde.state.co.us

A Tool That Helps you Connect It All

- **To get this tool & today's powerpoint:**

  - Send an email to me   **jebe_p@cde.state.co.us**

  - Use the subject line: **Jebe tool**

  - You will get an automated reply with the two attachments