Illinois Administrator Academy #1865
Principal Evaluation Retraining

Materials Developed By:
Principal Evaluation Committee

2017
Retraining Requirements for Principal Evaluators

1. Participant
2. Principal Evaluator
   - Initial Training
3. Principal Evaluation
   - Retraining for Practice
4. Principal Evaluation
   - Retraining for Student Growth
5. Principal Evaluation
   - Retrained Due Every Licensure Cycle
Superintendents will support the principal’s work with school staff to incorporate a research based framework for effective teaching practices to improve teaching and learning.
Academy Outcomes

- **Communicate** Evaluation Findings
- **Apply** Standards
- **Demonstrate** Inter-Rater **Reliability**
- **Develop** Data-Driven Improvement Plans
Application Dissemination

**Handout 1**: Reflection on Current Practices
Introductions

- Introduce yourself
- Position
- School/District
- Years of experience as an evaluator
- Share your expectations for this workshop
Discuss how you are currently conducting principal/assistant principal evaluation in your district. Include:

- inter-rater reliability
- evidence collection, interpretation and judgment
- overcoming personal bias in judgments about performance
- providing constructive and supportive feedback
- use of student growth and data measures
- positives and frustrations
List 6 standards

I. Living a Mission and Vision Focused on Results
II. Leading and Managing Systems Change
III. Improving Teaching & Learning
IV. Building & Maintaining Collaborative Relationships
V. Leading with Integrity & Professionalism
VI. Creating & Sustaining a Culture of High Expectations
Standard III: Improving Teaching and Learning

- Leadership qualities of the principal, or lack thereof, strongly correlate with student achievement across the board in grades K-12 in small and large, urban and suburban, wealthy and underserved.
 Principals fill a wider variety of roles serving as supervisors, instructional leaders, visionaries, data analysts, and change agents.
• Principals are key to ensuring teachers are successful and student achievement exists.
Let’s Practice
Documents for Vignette Activity

- Principal Evaluator Teaching and Learning Vignettes
- Vignette 1-3 Work Rubric
- Teaching & Learning
- Principal Evaluation T-Chart
Rubric to Use for Rating Principals
First Vignette
### T-Chart

**Principal’s Strengths and Areas of Growth Vignette 1**

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Whole Group Discussion
Second Vignette
### T-Chart

**Principal’s Strengths and Areas of Growth Vignette 2**

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Whole Group Discussion
Third Vignette
Whole Group Discussion
T-Chart

Principal’s Strengths and Areas of Growth Vignette 3

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Dot Activity - Interrater Reliability
Reflect on recently completed principal evaluation

Handout 1
Review & discuss the Handout 4: sample notification memo provided:

- Conduct a brief self assessment of your current practice
- Share your self assessment at your table
- Share out with all groups
- What are the strengths?
- What are the opportunities for improvement?
A 3-Step Approach to Difficult Conversations
Before You Open Your Mouth....
How do you know whether you are dealing with the right problem?
Does the “solution” produce the desired result?
Are you repeatedly discussing the same issue?
Are you getting increasingly angry about the issue?
Think about a time when you experienced “Groundhog’s Day.”
- What stopped you from having the difficult conversation?
- What was the outcome as a result?
- If you could *rewind the tape*, what would you have done differently?
The C.P.R. Method for Hitting the Target
“You were late…”
“This is the second time that you have been late after we agreed that you would not be...”
Relationship

“I am concerned that I can’t count on you to keep your promise.”
Practice Using CPR

At your table:
1. Review the Vignette regarding XYZ High School Principal provided
2. Discuss this principal's performance and reach consensus on probing questions that would lead to clarification of the following:
   a. **Content**--Describe what happened or what you observed.
   b. **Pattern**--Describe the pattern that you have seen or heard.
   c. **Relationship**--Describe how the content and pattern are affecting your relationship and the impact it has on the school culture. Explain what you want for yourself, the principal, for your relationship, and the school.
Using Data in Principal Evaluation

Data Analysis, Goal Setting and Role Playing

Using Data in Principal Evaluation
Data Analysis

Groups will have time to analyze and discuss the Sample Data Set for Mayberry Elementary School.

- Form groups of 3, 4, or 5 based upon enrollment of the academy
- Participants will analyze the data individually for 20 minutes; then discuss their findings with the members of the group for 20 minutes.
- The workshop facilitator will provide each group the Sample Data Set for Mayberry Elementary School, Principal Franklin. The data includes:
  - 5 Essentials Report, PARCC results (multiyear/trend) grades K-6, NWEA-MAP results (multiyear/trend) for growth and attainment, one (1) Principal summative evaluation (gold highlighted tabs), Student SEL Behavior Data
  - The link below access the folder of data on Google Drive http://tiny.cc/SampleDataSet
Links to Folder with Sample Data Set

http://tiny.cc/SampleDataSet
Achieving your wildly important goals

The 4 Disciplines of Execution

Chris McChesney
Sean Covey
Jim Huling

Foreword by Clayton Christensen

Deep Work

Rules for Focused Success in a Distracted World

Cal Newport
Author of So Good They Can't Ignore You
### Scorecard

The time allowed to play nine holes of golf is 2hrs. 15mins. or less. Distance is shown in metres.

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**Stroke Index**
- White Tee: 7
- Yellow Tee: 15
- Stroke Index: 7

**Par**
- White Tee: 5
- Yellow Tee: 3
- Stroke Index: 3

**Won/Lost/Points**
- Red Tee (Ladies): 440, 111, 257, 289, 96, 298, 299, 405, 312, 2367

**Stroke Index**
- Red Tee (Ladies): 7, 15, 13

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**San Lorenzo Golf Club, Quinta do Lago, 8135-162, Algave**

**Contact:**
- T: 289 396 522 - F: 289 396 968
- samlorna@jehotels.com - samloranz@golfcourse.com

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**Course Rating:**
- Men’s Tee White: 73.0
- Men’s Tee Yellow: 70.7
- Ladies’ Tee Red: 73.3
- Ladies’ Tee Yellow: 77.2

**S.S.S.:**
- 72
4 Cadence of Accountability
Goal Setting

■ Understand and apply the 4 Disciplines of Execution.

■ Groups discuss the data on Mayberry Elementary Principal Franklin in the context of the 4 Disciplines.

■ Share out - groups will share out how they applied the 4 Disciplines of Execution to goal setting for Principal Franklin
Summative Conference Role Play

- Role play the principal’s summative evaluation conference
- [http://tiny.cc/summativevedoc](http://tiny.cc/summativevedoc)
Professional Development Plan

Links to (IPEP) Professional Development Plan

http://tiny.cc/PDPForm
Dissemination Plan
Part 2: DRAFT Professional Development Plan

Using their own data, each participant will create a Professional Development Plan using the form linked in the Facilitator’s Guide
Links to Professional Development Plan

http://tiny.cc/PDPForm
Professional Development Plan Plan

• Each participant will complete the application-dissemination for this Illinois Administrator academy.

• Each participant will be required to fill out the application/dissemination template evaluating evidence, data and indicators of a principal evaluation according to Illinois Performance Standards for School Leaders to determine a final rating and establish a professional development plan related to the school improvement plan. They will include a summary that indicates a plan of communication for goal setting and actionable change.

• How did today’s Academy compare with how you were doing Principal Evaluation prior to today, what have you learned in this session, and what would you change in your principal evaluation process in the future?

• Participants will complete the Course Evaluation Form