

EVALUATION SYSTEM ELEMENT 3: PROFESSIONAL LEARNING - PRINCIPALS AND THEIR SUPERVISORS

An effective teacher and principal evaluation system promotes teacher and principal skill and capacity and provides quality assurance. Such a system requires supervisors to participate in high quality and ongoing professional learning opportunities in the instructional/leadership framework and its rubrics, along with the process of conducting learning focused collaborative conversations with teachers and principals.

KEY INDICATORS OF QUALITY PRACTICE: PRINCIPALS

- All principals have a deep knowledge of their district’s instructional framework for teachers.
- All principals have opportunities to engage in professional learning that results in increased rater agreement and calibration to the Instructional Framework.
- All principals have the skills to conduct feedback conversations that promote teacher reflection and growth.
- All principals have opportunities for ongoing, differentiated, job-embedded professional learning.
- All principals are supported to effectively guide teachers in developing and monitoring student growth and learning.
- All principals receive training and support for the Leadership Framework and their own evaluation.

KEY INDICATORS OF QUALITY PRACTICE: PRINCIPAL SUPERVISORS

- All principal supervisors have a deep knowledge of the AWSP Leadership Framework.
- All principal supervisors have opportunities to engage in professional learning that results in increased rater agreement and calibration to the AWSP Leadership Framework.
- All principal supervisors have the skills to conduct feedback conversations that promote principal reflection and growth.
- All principal supervisors are supported to effectively guide principals in developing and monitoring student and teacher growth and learning.

KEY INDICATORS: PRINCIPALS

Self-Assessment: N= Not Yet E= Emerging C=Consistent I= Innovative

Key Indicators	Descriptors of quality performance	System Status
All principals have a deep knowledge of their district’s instructional framework for teachers.	Principals participate in Stage I Training (Foundational Stage) that consists of framework orientation and aligning evidence.	N E C I
	Principals participate in Stage II Training (Application Stage) that consists of training on scoring, calibration, and best practices.	N E C I

<p>All principals have opportunities to engage in professional learning that results in increased rater agreement and calibration to the Instructional Framework.</p>	<p>Principals engage in collaborative activities that develop common understandings of levels of performance in the Instructional Framework (i.e., rater agreement.)</p>	<p>N E C I</p>
	<p>Principals engage in ongoing professional learning that increases the calibration of ratings (Stage 3 per the Framework authors.)</p>	<p>N E C I</p>
	<p>Principals engage in rater anti-bias training that reviews, extends, and deepens previous learning in this area.</p>	<p>N E C I</p>
<p>All principals have the skills to conduct feedback conversations that promote teacher reflection and growth.</p>	<p>Principals have professional learning opportunities on effective feedback conversations.</p>	<p>N E C I</p>
	<p>Principals have ongoing coaching and practice in developing skills in collaborative feedback conversations.</p>	<p>N E C I</p>
	<p>Principals work with teachers to develop collaborative relationships and promote a growth mindset.</p>	<p>N E C I</p>
	<p>Principals engage in collaborative conversations with teachers that promote reflection and growth.</p>	<p>N E C I</p>
<p>All principals have opportunities for ongoing, differentiated, job-embedded professional learning.</p>	<p>All principals are afforded equitable growth opportunities and professional development to prepare them for advancement.</p>	<p>N E C I</p>
	<p>Principals receive training for electronic tools for teacher evaluation (e.g., eVAL).</p>	<p>N E C I</p>
	<p>Principals have opportunities to professionally collaborate to refine their practice on a regular, ongoing basis (monthly calibration, reflection, & learning walks).</p>	<p>N E C I</p>
	<p>Principals receive regular input on their feedback to teachers.</p>	<p>N E C I</p>
	<p>Principals continually update their skills and knowledge in classroom observation as it relates to</p>	<p>N E C I</p>

	the framework.	
All principals are supported to effectively guide teachers in developing and monitoring student growth and learning.	Principals promote systems that support teachers in setting and monitoring appropriate and meaningful student growth goals and ongoing student learning.	N E C I
	Principals provide teacher growth and leadership opportunities.	N E C I
	Principals facilitate professional collaboration for vertical, horizontal, or other teams.	N E C I
All principals receive training and support for the Leadership Framework and their own evaluation.	All new principals and assistant principals receive training in the Leadership Framework (may occur with their evaluators.)	N E C I
	All administrators receive ongoing training in the Leadership Framework (deeper dive).	N E C I

KEY INDICATORS: PRINCIPAL SUPERVISORS

Self-Assessment: **N= Not Yet** **E= Emerging** **C=Consistent** **I= Innovative**

All principal supervisors have a deep knowledge of the AWSP Leadership Framework.	All principal supervisors participate in a two-day training in the Leadership Framework.	N E C I
	All principal supervisors refresh their knowledge of the leadership framework regularly.	N E C I
All principal supervisors have opportunities to engage in professional learning that results in increased rater agreement and calibration to the AWSP Leadership Framework.	Principal supervisors engage in collaborative activities that develop common understandings of levels of performance in the Leadership Framework (i.e., rater agreement.)	N E C I
	Principal supervisors engage in professional learning that ensures their ratings are calibrated to the Framework.	N E C I
All principal supervisors have the skills to conduct	Principal supervisors learn and apply strategies for effective feedback conversations (learning-focused supervision, cognitive coaching, etc).	N E C I

feedback conversations that promote principal reflection and growth.	Principal supervisors have ongoing coaching and practice in developing skills in collaborative feedback conversations.	N E C I
	Principal supervisors work with principals to develop collaborative relationships and promote a growth mindset.	N E C I
	Principal supervisors engage in collaborative conversations with principals that promote reflection and growth.	N E C I
	Principal supervisors provide or assure equitable mentoring/coaching opportunities for all principals.	N E C I
All principal supervisors are supported to effectively guide principals in developing and monitoring student and teacher growth and learning.	Principal supervisors promote systems that support principals in setting and monitoring appropriate and meaningful student growth goals and ongoing student learning.	N E C I
	Principal supervisors provide principal growth and leadership opportunities.	N E C I
	Principal supervisors facilitate professional collaboration for vertical, horizontal, or other teams.	N E C I

Ideas and examples from around the state (and nation):

- Principals and teachers watch an instructional video and code the components and calibrate the level of performance together.
- Principals compile components of the evaluation to determine professional learning needs (disaggregated by department/ grade level).
- Principals/leadership team disaggregates student growth data and has conversations around gaps/trends.
- Principal teams conduct regular calibration conversations to develop consistency around evaluations/reports, conducting observations, feedback conversations, pre-conference conversations, etc.
- Principal supervisors lead Instructional Rounds during which principals identify a problem of practice, observe classrooms and hold discussions to understand the PoP more deeply.
- Principals bring evidence or anecdotal stories that focus on one instructional component to a meeting. Principals discuss how they would score this evidence and decide on next steps and a possible conversation starter with the teacher.

- District periodically provides refresher training in the leadership framework for principals, assistant principals and those who evaluate them.
- Knowing many evaluators in the district received their initial framework training several years ago, the district provides regular opportunities to calibrate with colleagues across the system.
- Other ideas...

Vignette A:

A group of principals do a book study on how to have feedback conversations that promote professional growth because they know they need to improve their conversations with teachers and make them more learner focused. After the book study, the team revamps their questions for goals conferences and pre and post conferences. A year later, the team no longer consistently uses the questions they agreed upon.

Discussion Questions

1. How might a principal approach their colleagues or district leadership about this?
2. What might need to be in place for the team to stay consistent?
3. How does the team help new principals learn the systems they've agreed upon?
4. What evidence of or possibilities for effective collaboration do you see in the vignette?

Vignette B:

Rocky Point School District administrators had been successful over the past few years in recruiting a racially diverse pool of principals. They noticed, however, that when positions opened up in the district office, principals of color were rarely reaching the finalist pool. When they looked more deeply, they found that the district was sending white principals to professional development on topics like curriculum, data, assessments, and PLC development, while principals of color were being sent to sessions on discipline, PBIS, and family engagement. District administration positions were likely to be focused on the first set of topics rather than the second, and principals of color were not seen as having the matching background knowledge.

Discussion Questions

1. What might be some key next steps for Rocky Point district leaders?
2. In what ways might this same scenario play out in the career move from teacher to principal?
3. As you consider your own school or district, what are some ways you might be able to determine whether or not educators are receiving equitable opportunities to prepare for advancement?

Resources:

- Lipton, Laura and Wellman, Bruce. "[How to Talk So Teachers Listen.](#)" Educational Leadership. September 2007, Volume 65. Pages 30-34. (This article describes effective learning focused conversations, including 3 key components: psychologically safe environment, clear focus, and a differentiation based on responses.)
 - Short Link: <http://bit.ly/2KdaU1a>
- Lipton, Laura and Wellman, Bruce. [Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems](#). (This book focuses on effective learning conversations from a supervisory standpoint. It describes effective learning focused conversations, including 3 key components: psychologically safe environment, clear focus, and a differentiation based on responses. It includes exercises to practice these components.)
 - Short Link: <http://bit.ly/2MQIIIB>
- Marshall, Kim. "[It's Time to Rethink Teacher Supervision and Evaluation.](#)" Phi Delta Kappan. June 2005. (This article discusses a four part strategy for teacher evaluators to use to improve teaching and learning. Marshall recommends changing emphasis from evaluation of teaching to continuously analyzing learning.)
 - Short Link: <http://bit.ly/2yzZ6Vu>
- Micheaux, Donna and Parvin, Jennifer "Principal Evaluation as a Tool for Growth: How to Help Principals Lead and Learn" The Learning Professional Vol 39, No 2: Learning Forward, April 2018
 - Short link: <http://bit.ly/2LpXwrb>
- [State training requirements for those who evaluate](#)
 - Short Link: <http://bit.ly/2K03fHJ>
- [Stage 1 and Stage 2 training dates and approved trainers for the AWSP framework and Learning Focused Supervision](#)
 - Short Link: <http://bit.ly/2ttSiTs>