

Idaho Principal Evaluation Process & Principal Observation

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Agenda

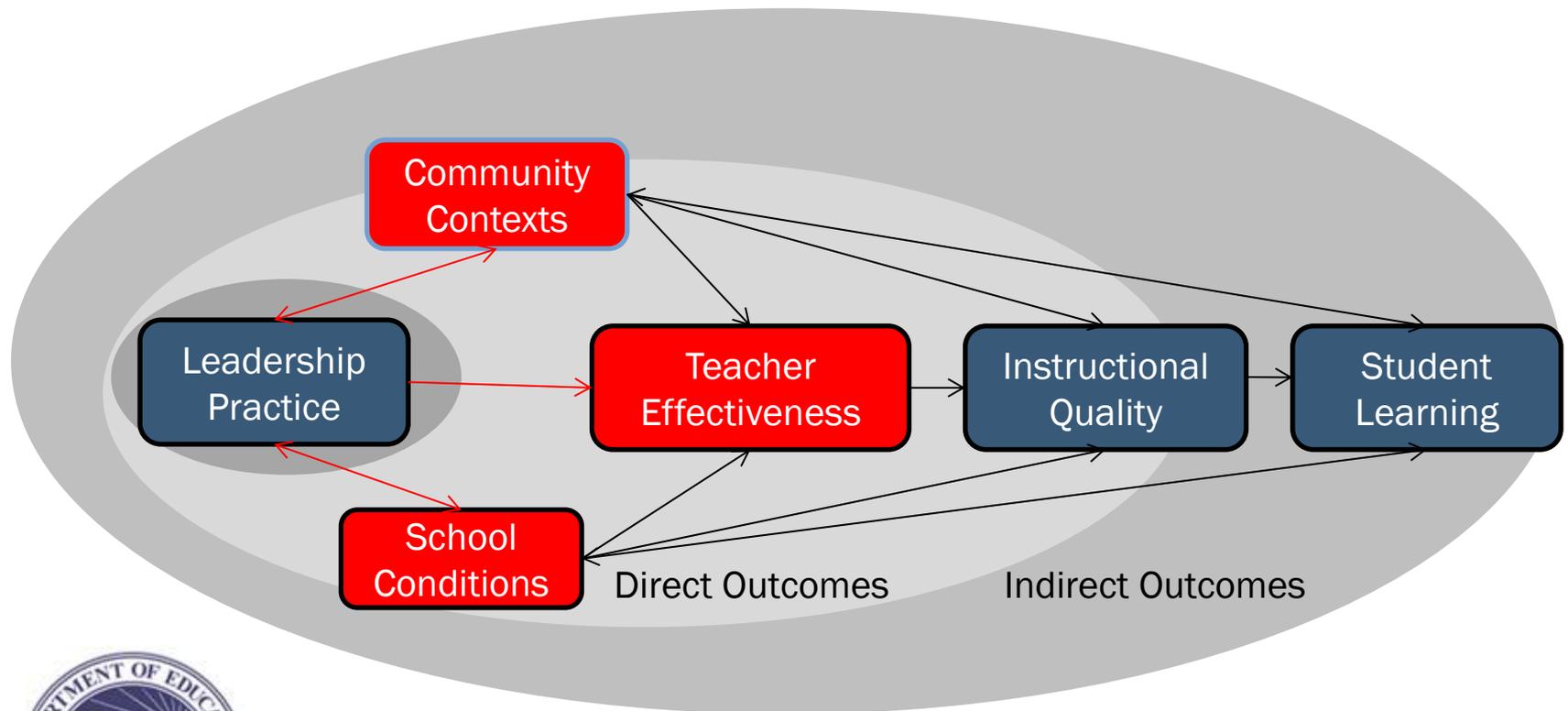
- Overview of Idaho Principal Evaluation Process
- Principal Observation
 - Instructional Feedback Observation Tool



IDAHO PRINCIPAL EVALUATION PROCESS OVERVIEW



Principals Matter: How They Influence Student Learning



Principals Matter: How Jobs Have Changed

1950s



1990s



2010s



New Tasks Layered Onto the Old

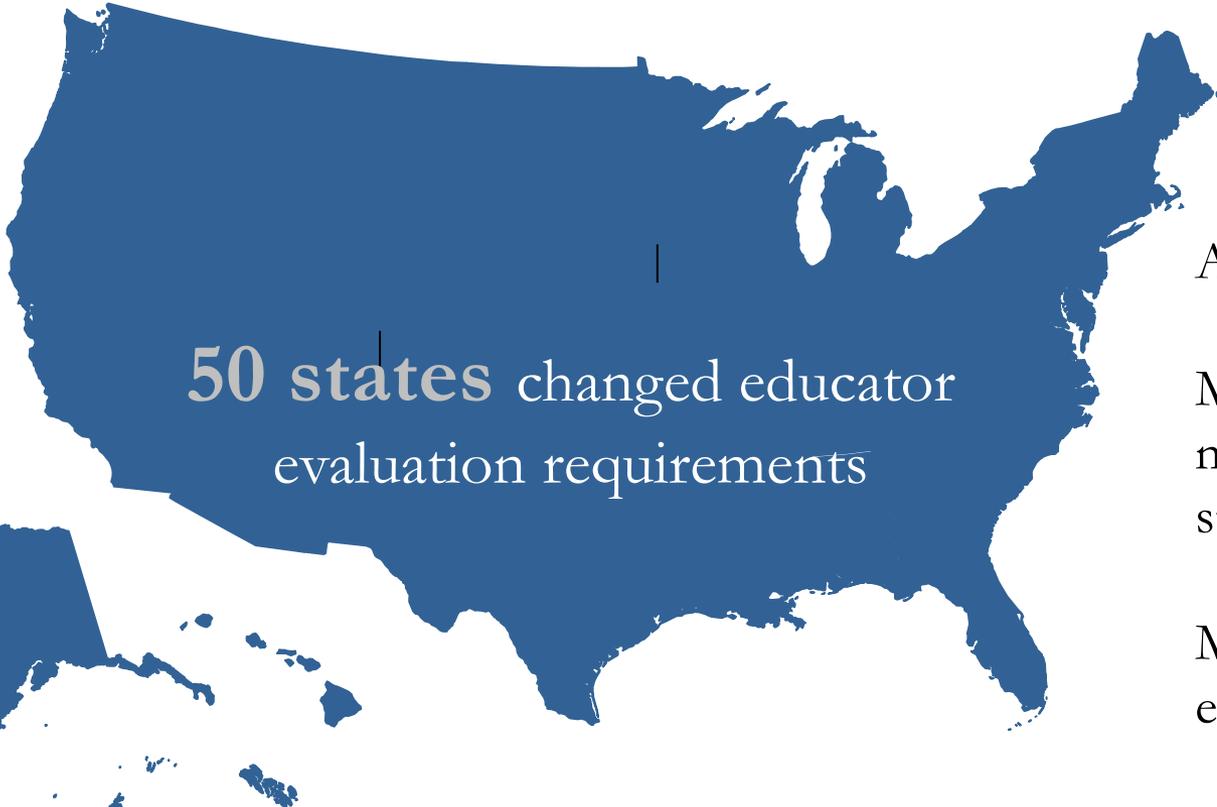
Disciplinarian
Manager
Isolated

Disciplinarian
Manager
Community engaged

Disciplinarian
Manager
Instructional leader



Principals Matter: They Need Support



50 states changed educator
evaluation requirements

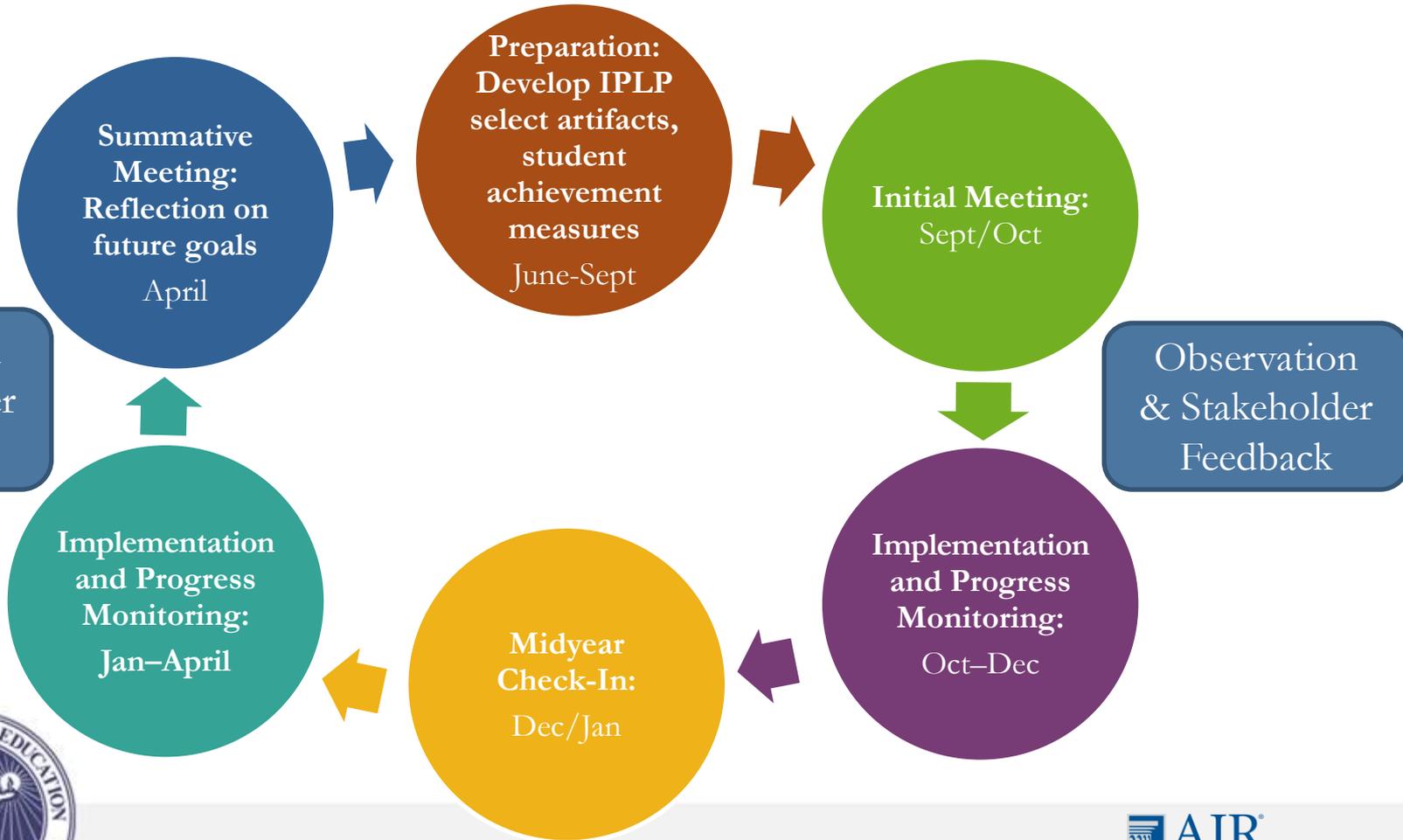
And...

Many states have adopted
new, ambitious academic
standards

Most states are creating new
equity plans



Principal Evaluation: Cycle

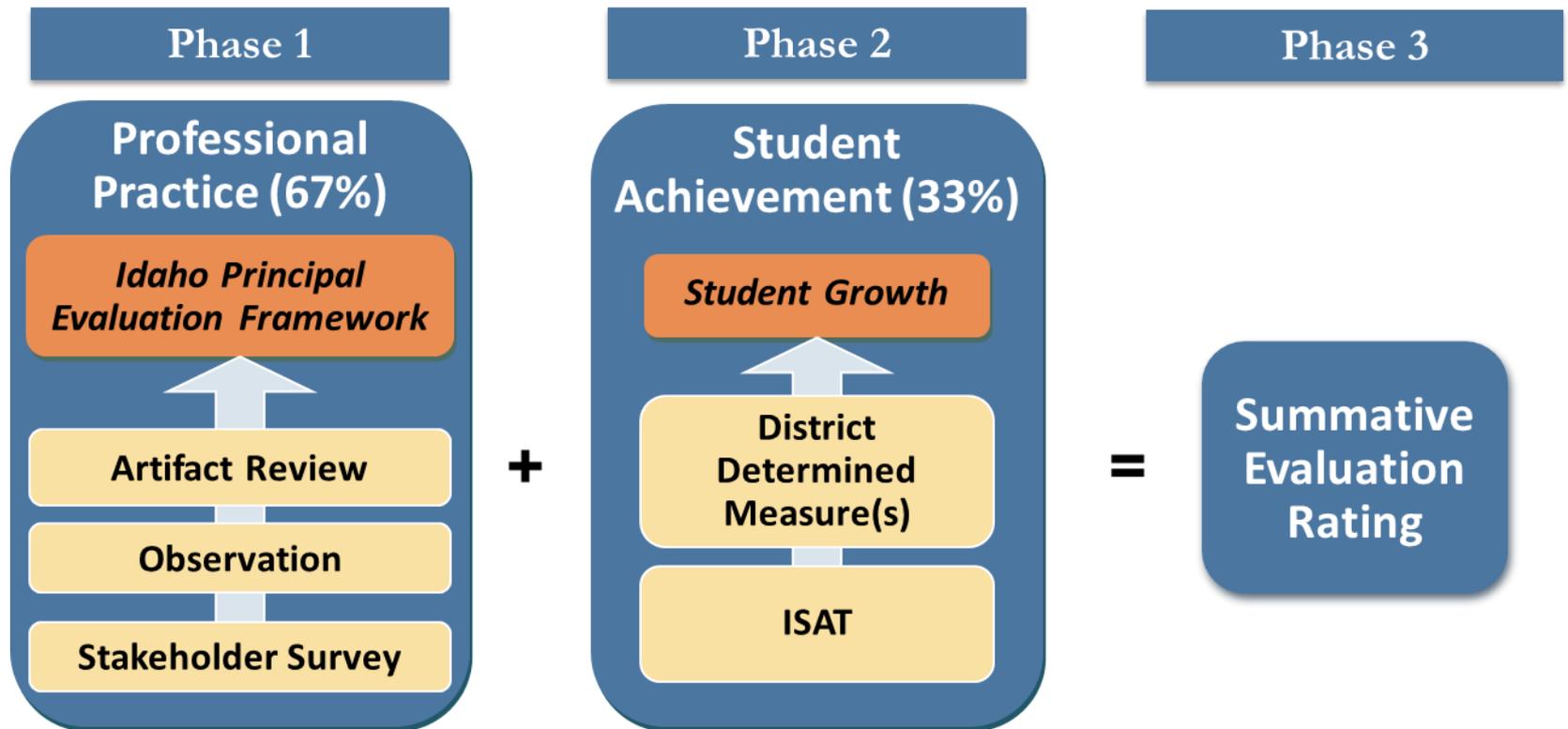


Principal Evaluation Measures

- Individual Professional Learning Plan (IPLP)
- Professional Practice
 - Artifacts
 - Observation
 - Stakeholder Feedback
- Student Achievement
 - ISAT
 - District Determined Measure



Three Phases for Scoring



Principal Evaluation: Framework

Domain 1: School Climate

- 1a. School Culture
- 1b. Communication
- 1c. Advocacy

Domain 2: Collaborative Leadership

- 2a. Shared Leadership
- 2b. Priority Management
- 2c. Transparency
- 2d. Leadership Renewal
- 2e. Advocacy

Domain 3: Instructional Leadership

- 3a. Innovation
- 3b. Instructional Vision
- 3c. High Expectations
- 3d. Continuous Improvement of Instruction
- 3e. Evaluation
- 3f. Recruitment and Retention



Principal Evaluation: Framework Terminology

Idaho Administrator Effectiveness Rubric

Domain

1. **School Climate** – An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Component

1.a **School Culture** – Establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

| <input type="checkbox"/> Unsatisfactory | <input type="checkbox"/> Basic | <input type="checkbox"/> Proficient | <input type="checkbox"/> Distinguished |
|---|--|---|---|
| <p>The principal</p> <ul style="list-style-type: none"> Is inconsistent in creating maintaining rules and policies designed to ensure a <u>safe environment</u> for staff and students. | <p>The principal</p> <ul style="list-style-type: none"> Complies with pertinent laws and policies regarding <u>school safety</u> and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats. [SAFETY] Establishes rules and related | <p>The principal also</p> <ul style="list-style-type: none"> Uses disaggregated school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety, and acts upon data to improve safety. [SAFETY] Ensures that disciplinary policies | <p>The principal also</p> <ul style="list-style-type: none"> Leads or contributes to districtwide efforts that develop more effective strategies to comply with regulations, improve school safety, and ensure equitable application of <u>safety</u> procedures. Leads school and district efforts to |

Levels of Performance



Idaho Principal Evaluation Framework

- Partner Activity
 - Choose one component and read the levels of performance.
 - Discuss with your partner what a distinguished, proficient, basic and unsatisfactory level of performance would “look like”.
 - Discuss what artifacts may be used as evidence.



PRINCIPAL OBSERVATION

Instructional Feedback Observation Tool



Feedback Is Key to Instructional Leadership

Think of a time when you received feedback that impacted your performance.

- What was the situation?
- What did the feedback provider do?
- What did you do?

Take 5 minutes and share with a colleague.

Be prepared to share responses.

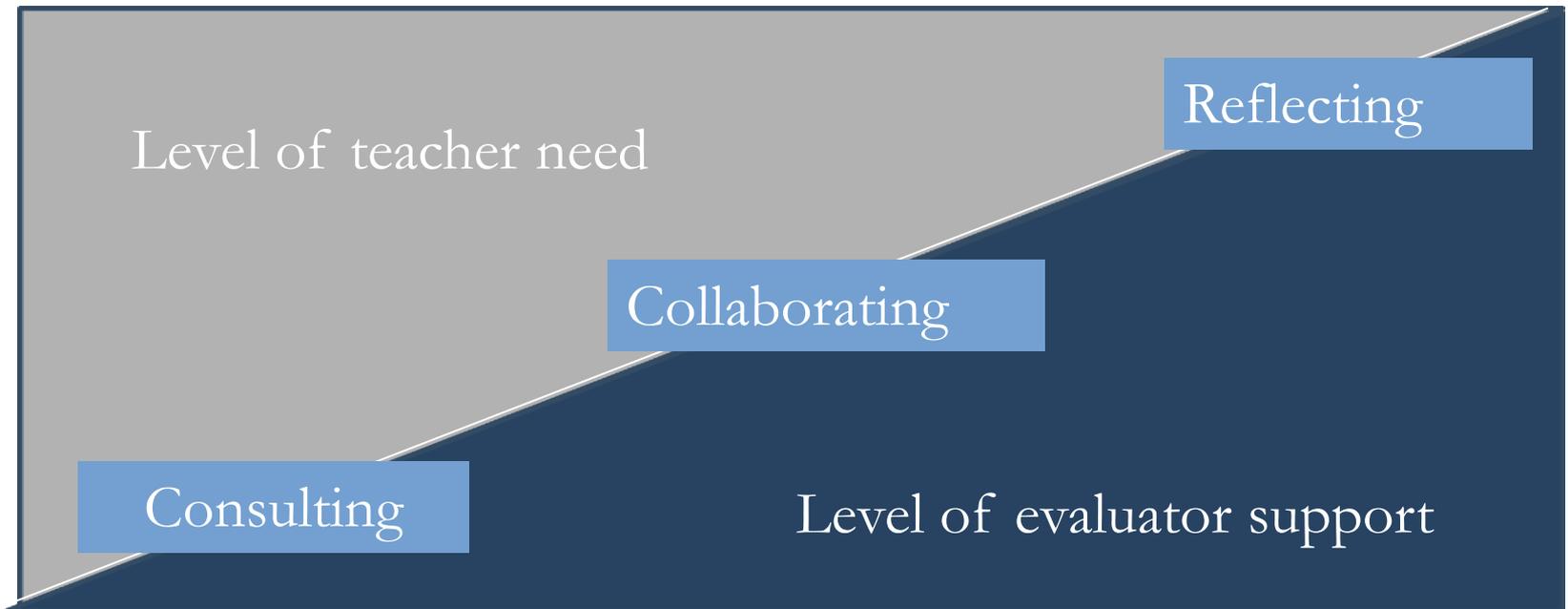


Feedback Is Key to Instructional Leadership

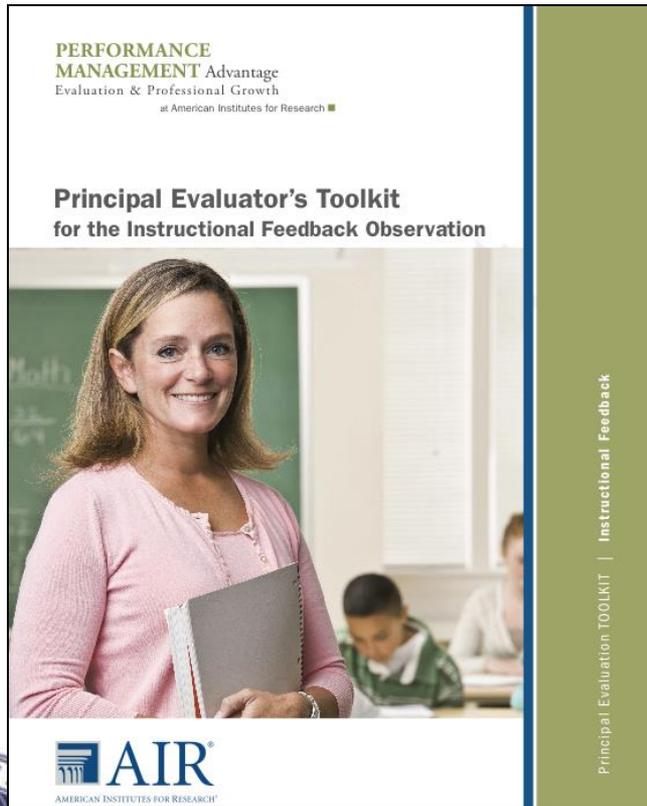
| | | |
|------------------------|---|---|
| No Trust + No Feedback | = | Minimal learning |
| No Trust + Feedback | = | Compliance but minimal learning |
| Trust + No Feedback | = | Identification with coach, but minimal learning |
| Trust + Feedback | = | Maximum learning and change |



Different Roles for Different Types of Feedback



Principal Observation: Supporting Teacher Growth With Feedback

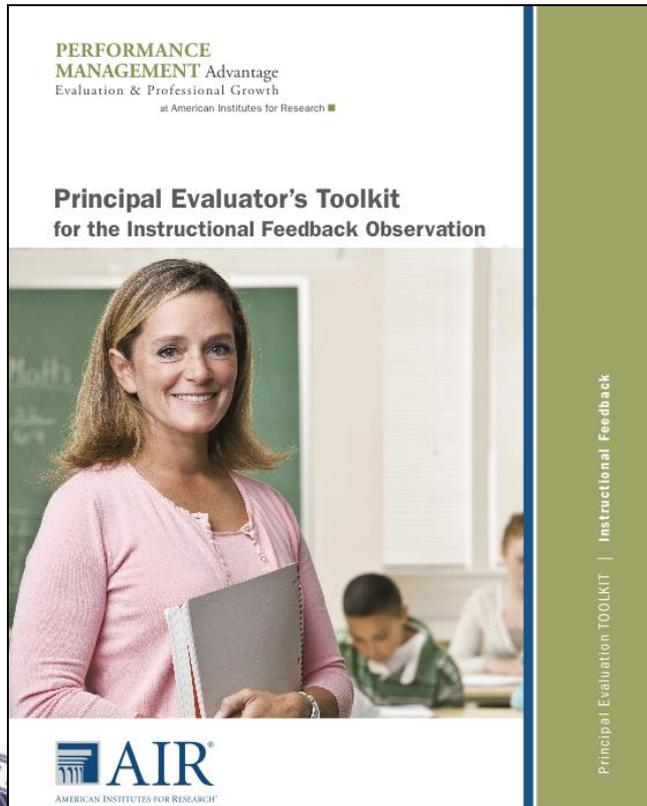


The Idaho Statewide Model:

- Aligns with evaluation framework
- Supports teacher evaluation
- Encourages superintendents to observe principals in schools



Principal Observation: Supporting Teacher Growth With Feedback

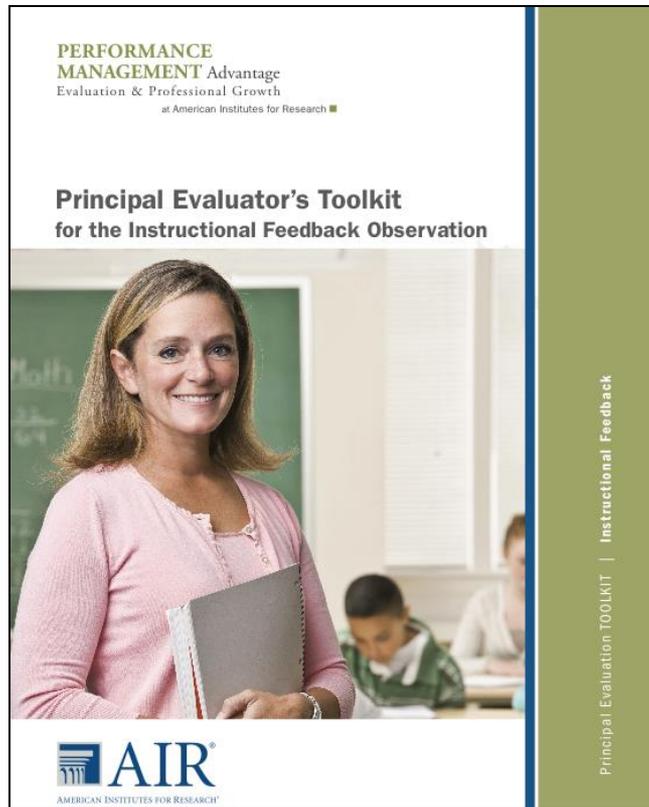


The Idaho Statewide Model:

- Offers formal observations
- Offers coaching for superintendents and principals
- Contributes to principal evaluation



Principal Observation: Supporting Teacher Growth With Feedback

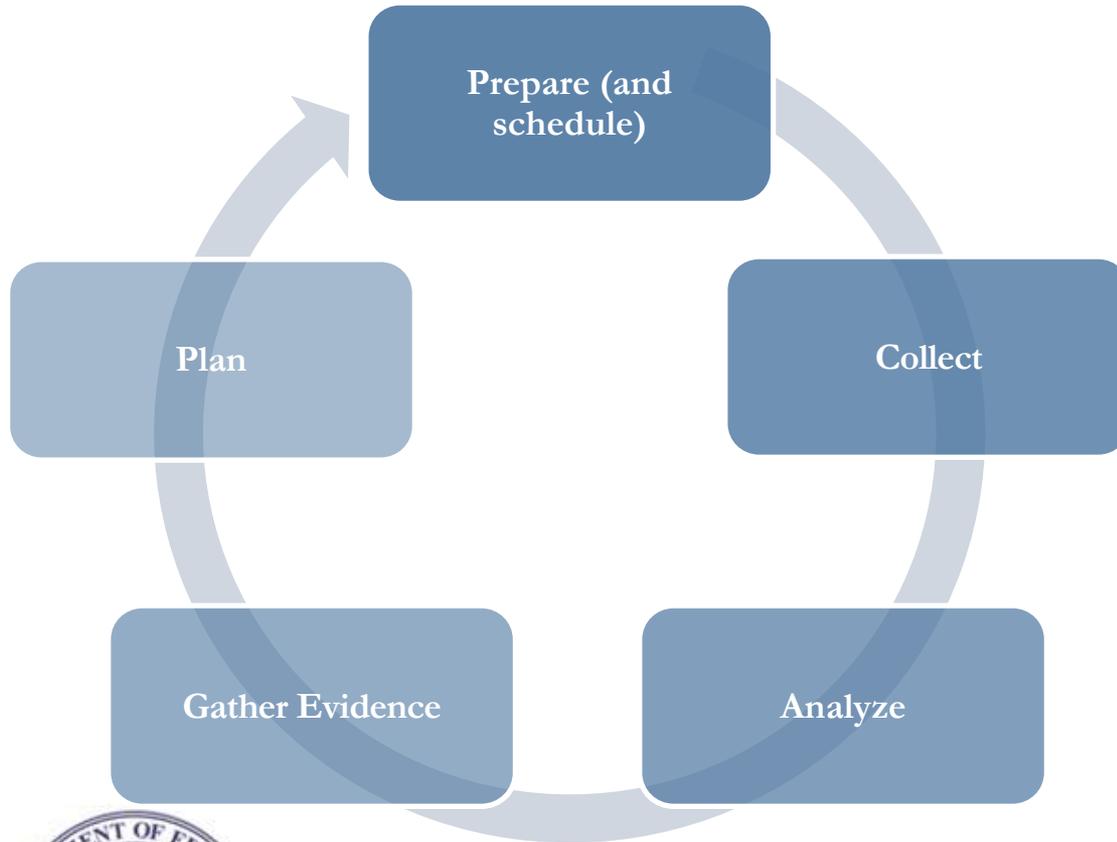


The Instructional Feedback Observation tool includes a manual that:

- Outlines a transparent procedure.
- Includes forms to be completed by supervisors and principals.



Principal Observation: Supporting Teacher Growth With Feedback



Principal observations must be scheduled to correspond to teacher postobservation conferences.

Observation evidence can be collected by scripting or video.

Observation results can be shared at the midyear check-in meeting.



Principal Observation: Supporting Teacher Growth With Feedback

| Domain | What It Measures | Evidence |
|---------------------------|---|-----------------|
| Evidence use | Centers conversation on observation evidence Aligns data to teacher framework | Observation |
| Professional interactions | Focuses attention Offers appropriate communication Depersonalizes comments | Observation |
| Differentiated questions | Asks reflective questions | |
| Leading conversations | Sets goals for the meeting Paces conversation Defines next steps with the teacher | Observation |
| Written feedback | Completes forms Connects to teacher framework | Document review |



Principal Observation: Supporting Teacher Growth With Feedback

- **Take 5 minutes** to read the Behavioral Indicator Quick Reference.
- **Meet** in small groups and answer the following:
 - What was interesting or surprising?
 - What points are important to highlight?
 - What does this look like in practice?
- **Report out.**



Principal Observation: Supporting Teacher Growth With Feedback

Activity: You Are the Observer

- Make notes when watching this short video of a teacher's postobservation conference.
- Discuss your overall impressions of the feedback session at your table:
 - What does the principal do well?
 - How could the principal improve?
- Share key reflections: How does this support principals' work to grow teacher talent?



<http://tpep-wa.org/trainingpd/pre-and-post-observation-examples/>



Principal Observation: Supporting Teacher Growth With Feedback

- What do you see as the potential benefits from the Instructional Feedback Observation process
- What are the challenges that you in using the Instructional Feedback Observation process?
- What supports need to be in place to support principal growth as feedback providers?



Questions



Thank You!

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