Professional Growth System Training

Administrator Training for Principal Observers

Summer/Fall 2018

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright *future* for every child

Office of Teaching and Leading
Division of Educator Effectiveness

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and Is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

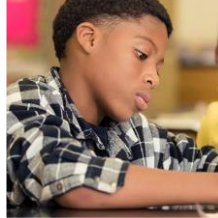6. Every School and District Is Rated "C" or Higher

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Getting to Know You

Share a piece of feedback you received **as a teacher and as a new leader** that helped shape your practice.

4 min

Student Outcomes

Leadership Rubric

360° Feedback Tool

Administrator

Growth Rubric

Overview – Administrator Growth Rubric

Unpacking the Administrator Growth Rubric

Collecting Evidence

Aligning Evidence to the Rubric

Focusing Feedback
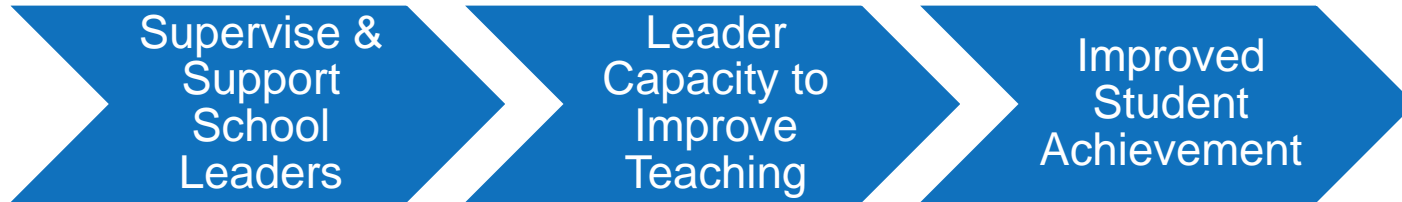
Planning and Delivering Feedback

Site Visit Requirements

A minimum of **two** site visits (**three** or more preferred) during the school year is required.

Principals and assistant principals will be observed using the Administrator Growth Rubric.

Based on their roles, assistant principals can be exempt from up to 5 standards.

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Theory of Action

Supervise & Support School Leaders → Leader Capacity to Improve Teaching → Improved Student Achievement

Administrator Growth Rubric

New Leaders
LEADERSHIP CHANGES EVERYTHING

The Administrator Growth Rubric was adapted from New Leaders.

Members of the Steering Committee who Adapted the Rubric

Domains of the Administrator Growth Rubric

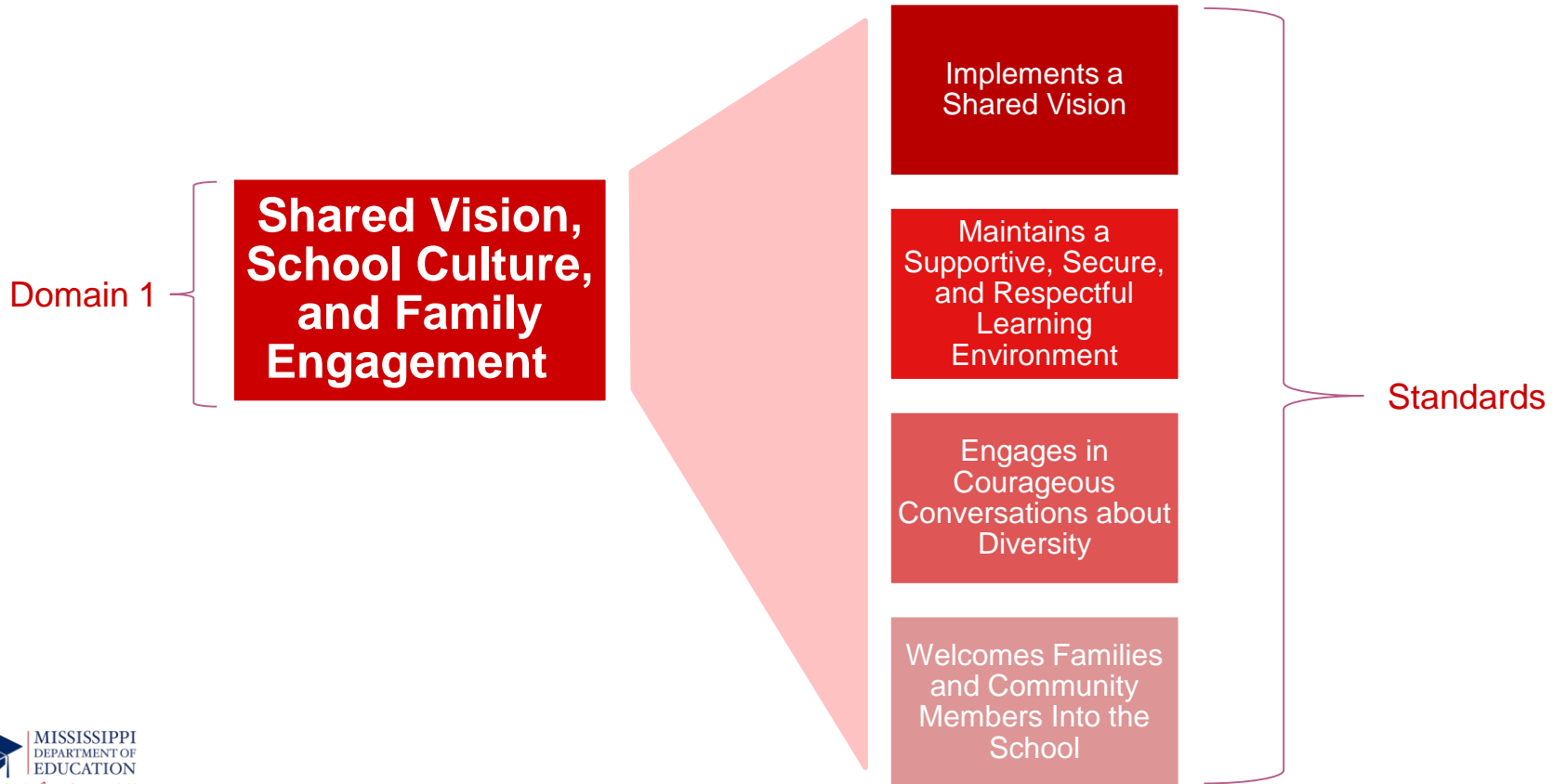**Shared Vision, School Culture, and Family Engagement**

Teaching & Learning

Staff Development

Strategic Planning & Systems

Personal Leadership & Growth

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Standards of the Administrator Growth Rubric

Domain 1

Shared Vision, School Culture, and Family Engagement

Implements a Shared Vision

Maintains a Supportive, Secure, and Respectful Learning Environment

Engages in Courageous Conversations about Diversity

Welcomes Families and Community Members Into the School

Standards

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Examples of Evidence

Domain I: Shared Vision, School Culture, and Family Engagement

Administrator Growth Rubric

	4	3	2	1	Examples of Evidence
1. Implements a shared vision	Fully develops and implements a schoolwide vision that is adopted and embraced by the school and community	Implements a schoolwide vision that is adopted and embraced by some of the members of the school and community	Communicates vision to the school and community but implementation is not clearly evident	Does not or ineffectively communicates and implements the vision	• Documentation of vision and efforts to communicate vision are evident • Written values and beliefs reflecting high expectations for all students are publically visible
	Builds the capacity of the staff to ensure all instructional strategies and decisions support the vision	Works with the leadership team to implement effective instructional strategies to achieve the vision	Adequately implements instructional strategies that align to the vision	Makes little or no connection between instructional strategies and the vision	• School vision includes a focus on student academic achievement and the social, intellectual, and emotional development • School vision is clearly articulated and understood by all staff
	Documents processes that ensure all decisions are aligned to and support the vision	Makes decisions aligned to and in support of the vision	Demonstrates some consideration of vision in decision-making	Makes decisions without consideration of the vision	• Documentation of decision-making processes is available that aligns to the vision • Alignment of school goals, instructional program, and vision is visible

Indicators

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Levels of Practice

4 — **Level 4**
- Empowering Staff & Leadership Team
- Implements systems to get results

3 — **Level 3**
- Effective Leadership
- Demonstrates a skilled level of performance

2 — **Level 2**
- Attempts at effective practices, but inconsistent or limited results

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Digging Into the Rubric

Domain I: Shared Vision, School Culture, and Family Engagement

Administrator Growth Rubric

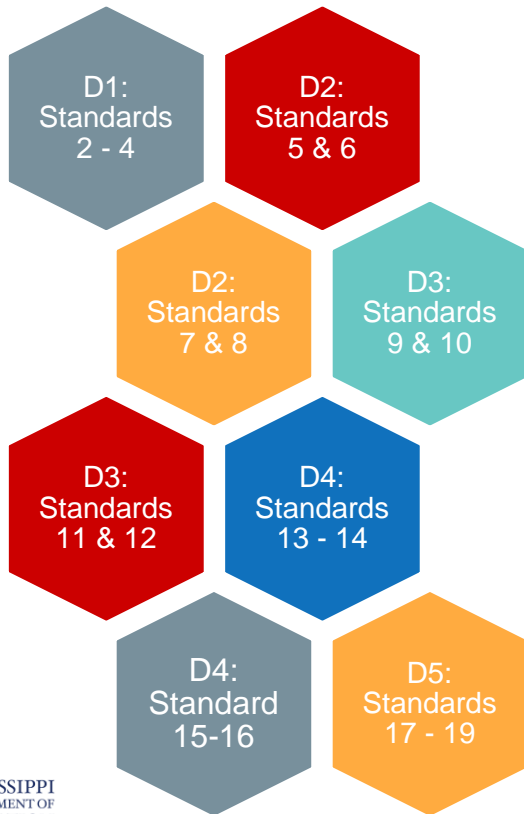|		4	3	2	1	Examples of Evidence
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Indicators

What do **Level 3 practices** really look and sound like?

Sample Analysis of Standard 1

Level 3

- For Level 3 practice, the vision provides a roadmap for the school's direction and a framework for offering students the best possible education. The vision is obvious to the staff and community because efforts to share it are purposeful. Any actions undertaken by the school leadership team are checked against the statement 'If we take this action, will it contribute to our vision?'
- For Level 3 practice, implementation of the vision actively involves stakeholders. Teachers and students not only know and understand the vision, but they are also committed to its implementation and success.

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Scoping out the Standards

D1: Standards 2 - 4

D2: Standards 5 & 6

D2: Standards 7 & 8

D3: Standards 9 & 10

D3: Standards 11 & 12

D4: Standards 13 - 14

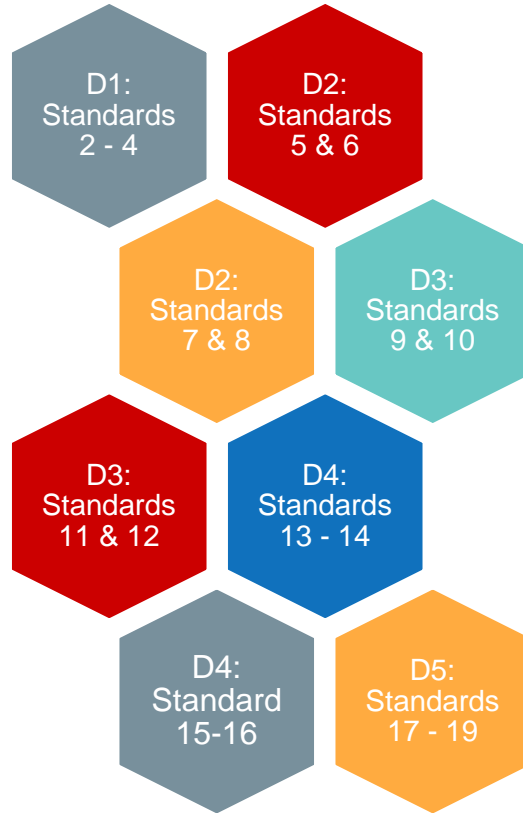D4: Standard 15-16

D5: Standards 17 - 19

For each assigned standard:

- What practices are being measured at Level 3? What would you see and hear during a school site visit that is evidence of Level 3 leadership practice?
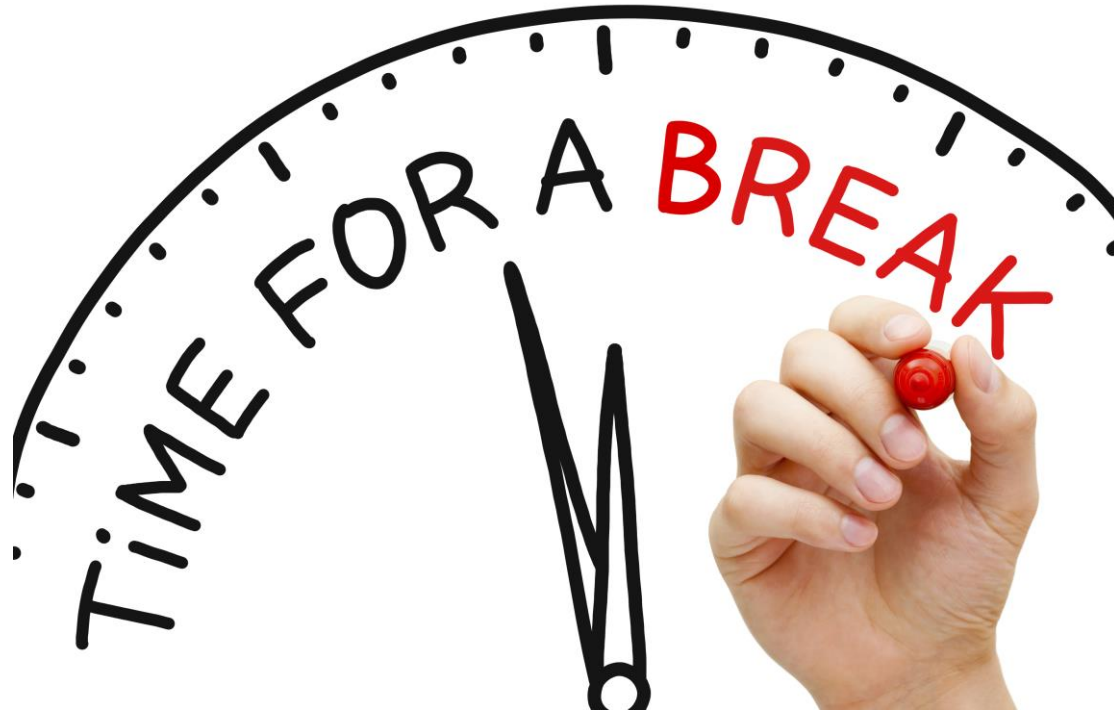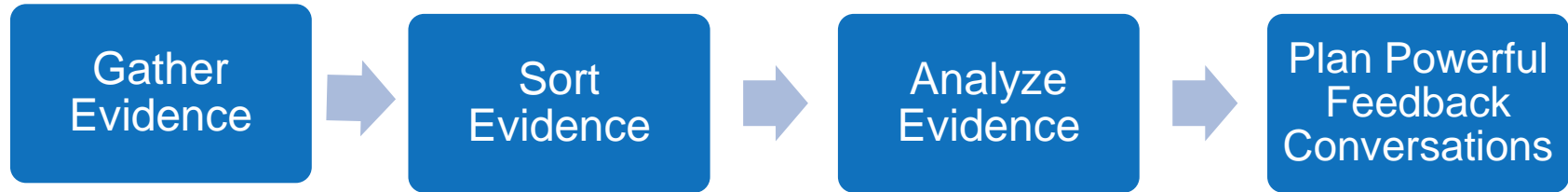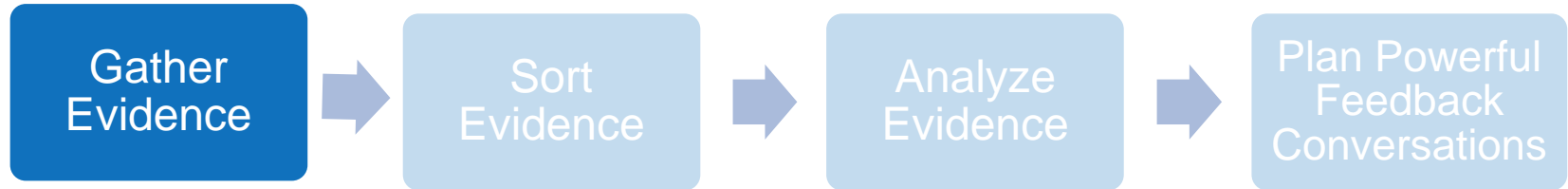
20 Min

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Unpacking the Standards

D1: Standards 2 - 4

D2: Standards 5 & 6

D2: Standards 7 & 8

D3: Standards 9 & 10

D3: Standards 11 & 12

D4: Standards 13 - 14

D4: Standard 15-16

D5: Standards 17 - 19

Break

The Administrator Observation Process

Gather Evidence → Sort Evidence → Analyze Evidence → Plan Powerful Feedback Conversations

Evidence

Gathering Evidence

Gather Evidence → Sort Evidence → Analyze Evidence → Plan Powerful Feedback Conversations

Evidence Collection Sheet

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PROFESSIONAL GROWTH SYSTEM

ADMINISTRATOR GROWTH RUBRIC
Evidence Collection Sheet

LEGEND
1=Rarely effective
2=Attempts effective practice, but limited or inconsistent results
3=Effective leadership; demonstrates a skilled level of performance
4=Advanced leadership practices; sustainable systems implemented

Note: Enter the ratings for each standard into the spreadsheet located on your district's Sharepoint folder.

Administrator Name:		Date of Observation:	Date of Post-Observation Meeting:
District & School:		Observer Name or Signature:	

Standard	Collection of Evidence (Description)	Rating (1-4)
DOMAIN I: SHARED VISION, SCHOOL CULTURE, AND FAMILY ENGAGEMENT		
1. Implements a shared vision		
2. Maintains a supportive, secure, and respectful learning environment		
3. Engages in courageous conversations		

NOTE: PGS submissions are due JUNE 30TH of each year.

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Gathering Evidence (Partner Activity)

A new principal at Crocodile Dundee Middle School and her superintendent have a scheduled a 20-minute formal observation.

Upon entering the building, the superintendent is stunned to see that 25 students have been demanding to see the principal, citing that they have several teachers in which they feel are unethical and behaving in an inappropriate way.

Questions to Ponder:
1. **Should the superintendent proceed with the scheduled observation or reschedule? Explain your answer.**
2. **Is the superintendent able to collect evidence based on the situation with the students? If so, from which domain and standard would the evidence be collected? Explain.**

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Quality Evidence

Non-judgmental

- Doesn't represent what *we* would have done
- Makes no statement of quality

Specific

- Details are unique to a particular classroom or meeting

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Evidence Grounds Feedback Conversations

"Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve…**quality observation depends on quality evidence.**"
(p. 128) Leverage Leadership

Partner Talk: Fix This Evidence

1. Most teachers were engaged in the meeting.

2. The principal didn't tell the parent to take more responsibility for the situation.

3. The AP had high expectations for the teacher.

5 Min

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Conducting Effective Site Visits

Make a Site Plan
- Identify the types of environments you want to observe.

Collect Written Evidence
- Take sufficient and specific notes.

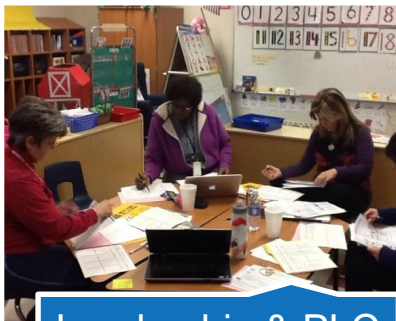**Sort Evidence Immediately**
- If possible, sort on same the day.

Share Feedback & Supports
- Prioritize time to share feedback and develop supports for the leader.

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Critical Contexts for Collecting Evidence

Classroom Observations

Leadership & PLC Meetings

Community & Families

Sorting Evidence

Gather Evidence → Sort Evidence → Analyze Evidence → Plan Powerful Feedback Conversations
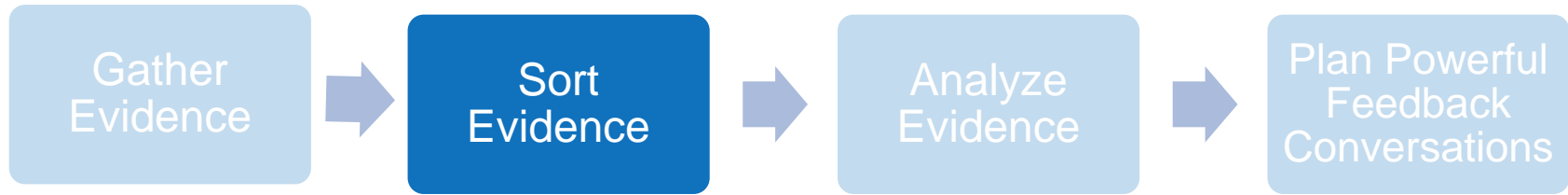
Classroom Observations

Classroom Observations

Sample Rubric Practices You May See:
- Leader's Expectations for Instruction
- Classroom Culture
- Routines & Procedures
- Social & Emotional Supports
- Cultural Responsiveness in Instruction
- Rigor of Instruction
- Personalization of Instruction to Students' Needs
- Quality of Instructional Feedback
- Evidence of Impact of Professional Learning

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Best Practices: Classrooms


Classroom Observations

Best Practices—Classroom Observations:
- Review the leader's observation tracker
- Consider if instruction is at the appropriate level of rigor for standard
- Compare observation to lesson plans
- Analyze student work
- Focus on coaching the leader, not the teacher

5 Min

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Leadership & PLC Meetings
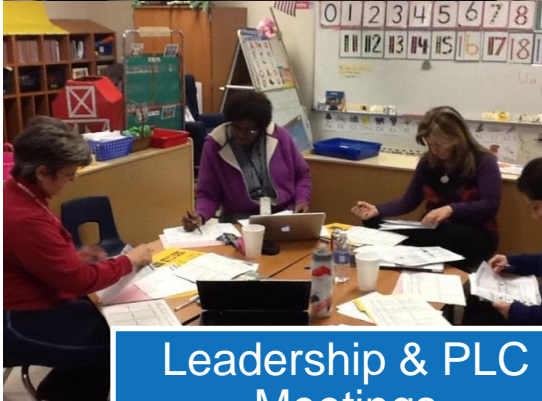
Leadership & PLC Meetings

Sample Rubric Practices You May See:
- Communication of School Vision
- Focus on Equity
- Curriculum Supports
- Emphasis on Data to Inform Instruction
- Quality of Feedback & Coaching
- Distribution of Leadership
- Staff Voice in Strategic Planning
- Use of Progress Monitoring
- Alignment of Resources to Vision

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Communities & Families

Community & Families

Sample Rubric Practices You May See:
- Communication of School Vision
- Focus on Equity
- Relationships with Families
- Self-Awareness
- Quality of Communication with Stakeholders

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Best Practices for Staff & Parent Meetings

Leadership & PLC Meetings

Community & Parent

Consider Appendix D for tips on PLCs.

Read your assigned section & share out something that resonates for you. Add one tip of your own.
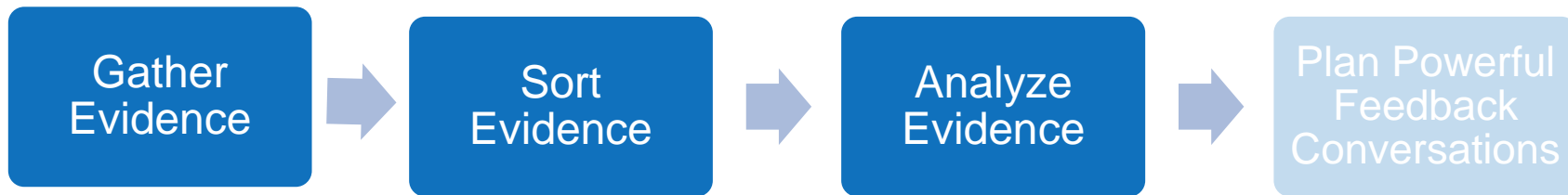
10 Min

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Lunch

Gathering, Sorting, & Analyzing Evidence

Gather Evidence → Sort Evidence → Analyze Evidence → Plan Powerful Feedback Conversations

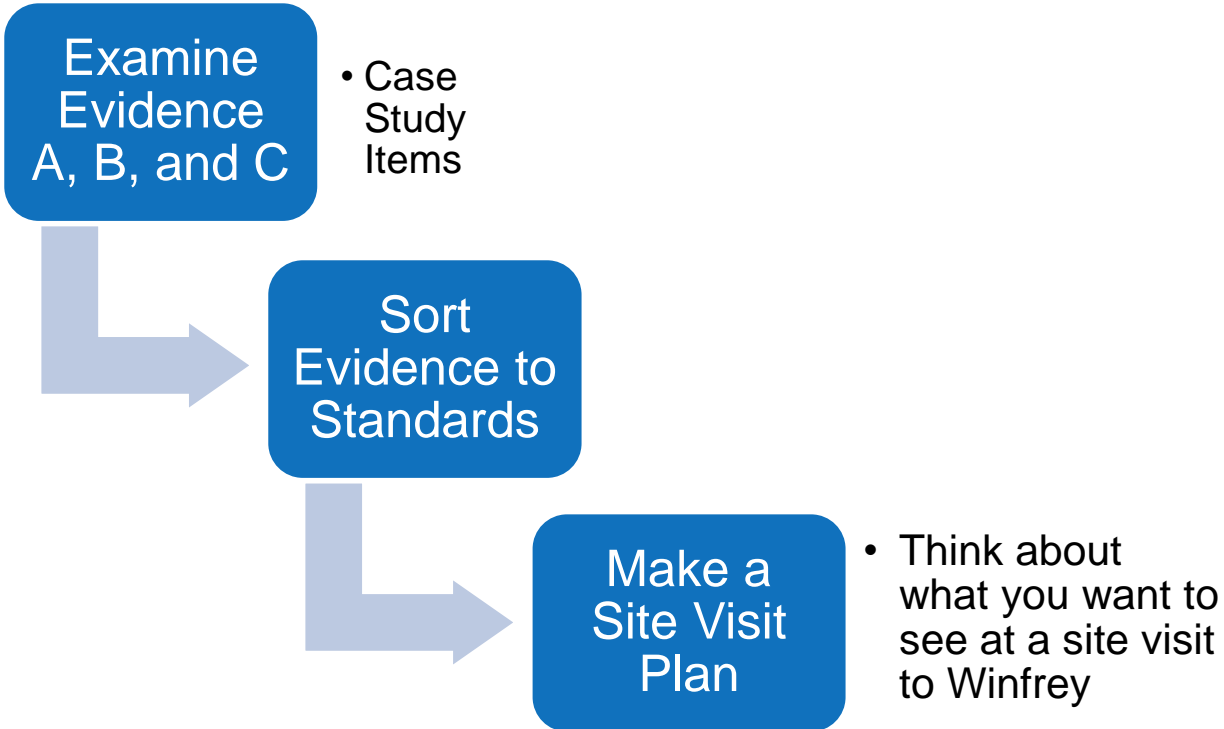# Case Study Profile

Welcome to Winfrey Elementary

Principal Profile – Ms. Rojas

Ms. Rojas is the principal of Winfrey Elementary School.

Ms. Rojas' principal profile includes the following:

- **Evidence A:** School Improvement Plan Executive Summary
- **Evidence B:** School Survey Results
- **Evidence C:** Email to Superintendent about Problem of Practice
- **Evidence D:** 4th Grade Team PD Goals: Spring
- **Evidence E:** Grade Team Leader Meeting – Notes
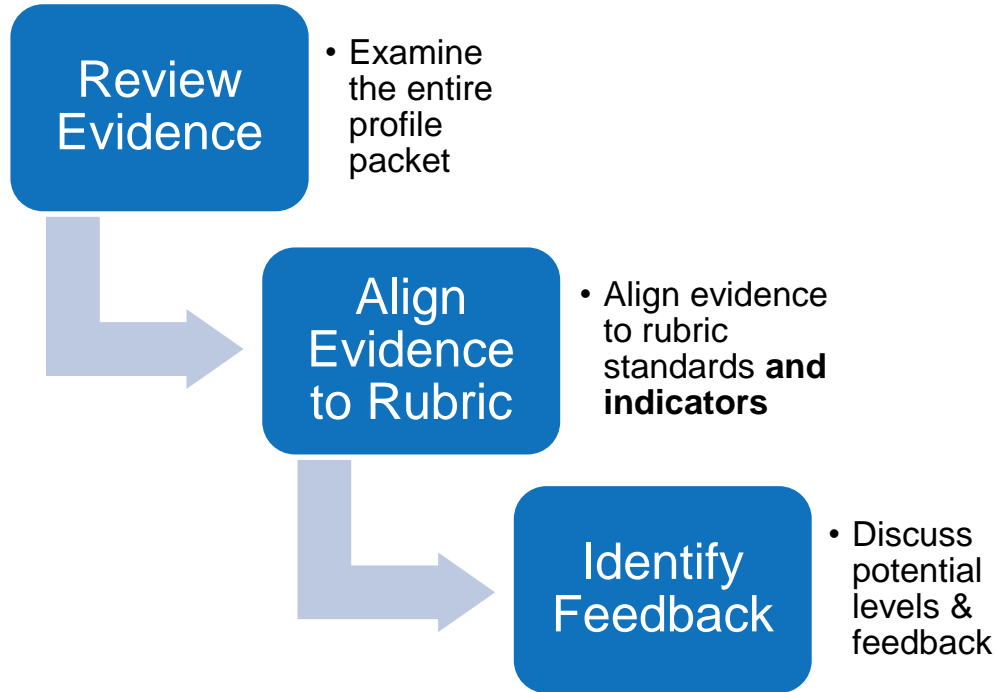- **Evidence F:** PTA Meeting Notes

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Making a Plan for Our Visit

Examine Evidence A, B, and C

- Case Study Items

Sort Evidence to Standards

Make a Site Visit Plan

- Think about what you want to see at a site visit to Winfrey

10 Min

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Analyzing Evidence

Review Evidence
- Examine the entire profile packet

Align Evidence to Rubric
- Align evidence to rubric standards **and indicators**

Identify Feedback
- Discuss potential levels & feedback

20 Min

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Sharing our Reflections

- Which areas did you identify for feedback?

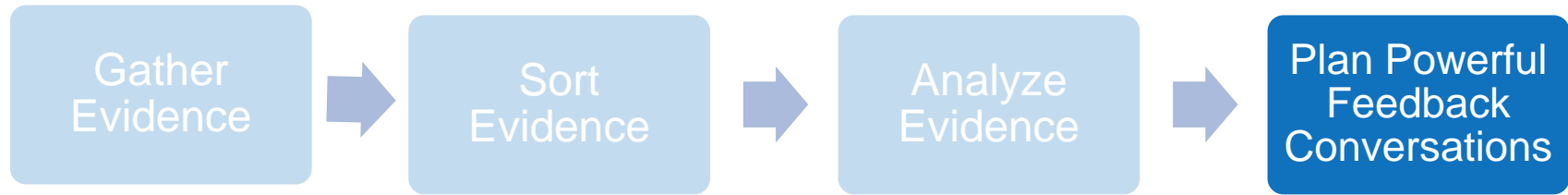- What evidence supports your choice?

Quick Break

5 Min

43

Feedback Conversations

Planning Powerful Feedback Conversations

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Gather Evidence → Sort Evidence → Analyze Evidence → Plan Powerful Feedback Conversations
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Goals and feedback are a critical part of improvement.

Effective Feedback

Let's talk about what we know about effective feedback.

With a partner, **identify five characteristics that make feedback effective.**

Put a star by the ones that you need to strengthen.
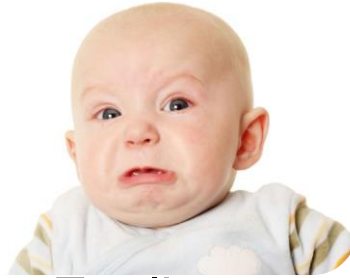
Best Practices for Leaders

- Seek an invitation for feedback.
- Compare planned outcomes (intentions) with actual outcomes (actions & results).
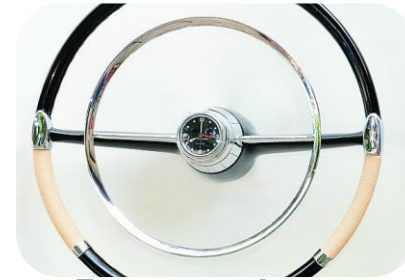- Leaders at different points in their careers need different types of feedback.

Addressing Feedback Misconceptions


The feedback sandwich is confusing.

Feelings aren't a deal-breaker.

Be ready to take the wheel.

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Seek the Small Improvement

*"When you improve a little each day, **eventually big things occur**…. Not tomorrow, not the next day, but eventually a big gain is made. Don't look for the big, quick improvement. Seek the small improvement one day at a time. That's the only way it happens —**and when it happens, it lasts."***
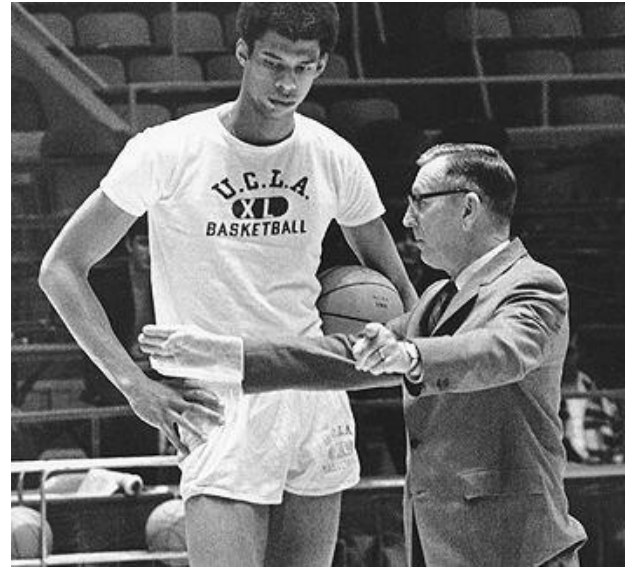
How Do We Focus Our Feedback?

Highest leverage

Clear & Observable

Bite-Sized

Timely

High-Leverage Feedback for Leaders

① Use Data to Drive Instruction — Standard 7

② Observe and Provide High-Quality Feedback — Standard 9

③ Strengthen Instructional Planning — Standard 6

④ Ensure Effective PD — Standard 10

⑤ Create a Strong Student Culture — Standard 3

⑥ Build a Strong Staff — Standard 11

⑦ Develop an Instructional Leadership Team — Standard 12

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One Approach to the Feedback Conversation

1 Precise Praise

2 Probe

3 Problem & Action Step

4 Prepare

5 Plan to follow up

Practice Developing a Plan

| 1 Precise Praise | 2 Probe | 3 Problem & Action Step | 4 Prepare | 5 Plan to follow up |

With a partner, develop a plan for a feedback conversation.

15 Min

Delivering Feedback

End of Training

Question/Comments

Office of Teaching and Leading

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