New Leaders

Putting Principal Evaluation into Practice

New Leaders

New Leaders is a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. Over the past decade, we have trained over 800 school leaders who have made a difference in the lives of over 250,000 students. Based on our experience training leaders and carefully studying the things they do to get better results for students, we have expanded our work to share lessons learned and offer states and districts with tools and strategies to get more excellent leaders into schools and help all principals get better.

In addition to this principal evaluation model, we are developing additional open-source tools for use by states and districts. Visit our website at www.newleaders.org for all of the resources currently available and enter your contact information at the bottom of the page to keep updated.

We gratefully acknowledge the support of America Achieves in developing this model. America Achieves helps communities and states leverage policy, practice, and leadership to build high-quality educational systems and prepare each young person for success in careers, college, and citizenship.

We also gratefully acknowledge the leaders of states and school systems with whom we have partnered on building better principal evaluation systems and whose work informs ours. They include districts in Los Angeles, New Orleans and Newark as well as the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee.

NEW LEADERS | PRINCIPAL EVALUATION
INTRODUCTION + ORIENTATION

Overview

New Leaders has recently published a new principal evaluation model. We did so for a simple reason: While a large number of states and districts are working to make their educator evaluation systems better, the time spent focused on detailed design choices could be better spent focused on solid implementation.

As one means of supporting good implementation of the evaluation model, we have developed training modules that districts and states can use. This document includes seven modules:

Module 1: Overview of the New Leaders Principal Evaluation Model

Module 2: The Principal Evaluation Rubric + Developing Common Language to Describe Principal Practice

Module 3: Setting a Principal Practice Goal + Strategic Planning

Module 4: Identifying Evidence

Module 5: Direct Observation of Principal Practice

Module 6: Collecting and Mapping Evidence to the Principal Practice Rubric

Module 7: Providing Actionable Feedback

Sequence

The modules are in the order we recommend for training. However, they are also designed such that they can be combined and/or re-ordered to meet particular context needs and learning needs. We recommend that you always begin with Module 1: Overview of the New Leaders Principal Evaluation Model. Modules 2-7 are referenced in the orientation.

Timing

In the orientation to each module, we identify the duration of the activity as it is currently written. If you choose to go into greater depth or augment the learning activity, time will need to be adjusted accordingly.

Audience

The modules can be used with principals and with individuals who evaluate principals (e.g., assistant superintendents).

Extensions

Each of the modules sets the stage to extend learning into independent practice. For example, after the overview of the evaluation model, principal supervisors may schedule individual meetings to have a one-on-one goal setting meeting emphasizing data analysis, self-assessment and goal-setting for the school year to set the stage for implementing a goal-driven plan. After Module 5 (Direct Observation of Practice), teams may organize site visit protocols and schedule visits. As you read through the modules, identify the follow-up skill to practice or refine in your local context.

NEW LEADERS | PRINCIPAL EVALUATION
MODULE I: OVERVIEW OF THE NEW LEADERS
PRINCIPAL EVALUATION MODEL

Orientation

This module provides a big picture overview of the New Leaders Principal Evaluation Model. It outlines the components of the system and the design principles applied in the development of the system. This module should always come first. It touches on the content of each of the subsequent modules.
This activity takes 45 minutes.

Essential Question

How does the New Leaders Principal Evaluation System support both accountability and growth for principal practice?

Learning Activity

The first module is grounded in a framing of the core design principals and the two components of the system. Upon completion of module 1, participants will understand all parts of the New Leaders Principal Evaluation Model. One way to augment this learning activity is to provide the self-assessment after learning about the core model.

Begin with a table discussion:
Why should our state focus on the evaluation of school leaders?

Proficient principals consistently implement effective leadership practices and demonstrate an adept level of performance on almost all of the principal standards. Specifically, they

- Ensure most students receive rigorous instruction to support high levels of student achievement

- Build and sustain a positive culture of high expectations support the development of most students' academic skills and social emotional learning development

- Develop some staff capacity to take on additional responsibilities and leadership roles

- Consistently implement systems and structures that support student learning

How does this description of proficient leadership resonate with you? Discuss at your table.

Tables should discuss and share ideas here. Facilitator can take several comments/reflections from the participants and then bring their attention to features of the model.

Next, refer participants to the Evaluation Handbook. Have participants look at the table of contents to see each of the parts. Take them though each area, drawing attention to the key areas of each part.

Part I: Core Design Principals

Part II: Two Components

Part III: The Evaluation Process

Part IV: Assigning Summative Ratings

Part V: Tools and Resources

After a thorough review of Parts I, II, III IV, and V of the evaluation model, have table partners practice their answer to this question from a principal who is new to your district:

"I see you have a new evaluation system. Can you explain how it is used in this district to evaluate principals?"

Debrief

- After reviewing the core design principles, the two components of the model, and the evaluation process, write about how the New Leaders Principal Evaluation System supports both accountability and growth for principal practice.

  Share at your tables.

Final Thoughts

- The New Leaders Principal Evaluation Model is designed to support good implementation of evaluation. It focuses evaluators and principals on the actions that principals take to drive higher levels of student achievement.

NEW LEADERS | PRINCIPAL EVALUATION
MODULE 2: THE PRINCIPAL EVALUATION RUBRIC + DEVELOPING COMMON LANGUAGE TO DESCRIBE PRINCIPAL PRACTICE

Orientation

In this module, the participants become acquainted with the principal evaluation rubric. First we ask participants to draw on their beliefs and experiences to describe the skills and knowledge of an effective principal in categories that align to the five standards. Next, we have participants closely read each standard in the rubric and understand how their vision of effective leadership compares to the skills and knowledge described in the rubric. This activity takes 60 minutes.

Essential Question

What are the skills and habits of an effective principal?

Learning Activity

Begin the activity by asking participants to bring their experiences and background knowledge to the effective principal conversation. Do not have participants refer to the New Leaders Rubric. Have them generate responses based on their professional experience.

- Brainstorm. Use the graphic organizer to guide your thinking about the skills and habits of an effective principal. List your ideas. Take 2 minutes to write down your vision of an effective principal.

- As you write, ask yourself, "What are the skills and knowledge of an effective principal in the five different areas?"

    1: Learning and Teaching

    2: Shared Vision, School Culture and Family Engagement

    3: Strategic Planning and Operations

    4: Talent Management

    5: Personal Leadership and Growth

- Share your writing with a partner. What similarities did you have with your partner? If there were differences, what were they? As you discuss with your partner, refine the skills and knowledge listed.

Next, organize participants into five small groups if the group is smaller than 40 people. (See alternative directions for larger groups at the end of module). Each group will take their brainstormed skills and knowledge and do a carousel through each New Leaders leadership standard and indicators. At each of the five stations, there should be one facilitator/group organizer who stays at the standard and facilitates the discussion. Put blank chart paper up in five areas throughout the meeting room. Create a T-chart that looks like this:

Similarities in this standard to my personal experiences/knowledge.	Questions/wonders that I have about this standard.

The facilitator will show the group a large poster of the Standard and indicators, for example, Station 1 the facilitator would have a poster of the one of the New Leaders Principal Evaluation Standards, Learning and Teaching shown below. Alongside the standard rubric would be the chart paper as shown above.

Each of the stations should have one New Leaders Principal Evaluation Standard set up in the manner described above; there will be five stations that make the Standards Carousel. The key idea is twofold. First it is important to get participants exploring their beliefs about principal practice. Second, participants become familiar with the proficient indicator language in each leadership standard and can calibrate the practice described with the skills and knowledge that they brainstormed.

Have each small group begin at one of the five stations. They will take 5 minutes at each station. There will be one facilitator at each station. Groups should do the following:

- Go to one standard

- Read the proficient indicators in the standard

- The facilitator asks, "Where do you see links between the skills and knowledge of an effective principal and the standard that you just read? Note on the chart paper:

Similarities in this standard to my personal experiences/knowledge.	Questions/wonders that I have about this standard.

- At the signal, move to the next standard. Take your marker with you.

- As you move from standard to standard, follow the same protocol. Make sure that you build on the similarities and questions for each standard from what others have written before you.

Alternative Learning Activity for larger groups.
Directions: Now take out the New Leaders Principal Evaluation Rubric. Look at the indicators within each standard area and compare them to the items you listed. Circle any that occur in both places (even if they were not organized in the same place).

Debrief

- In which indicators did you find most similarities? Why do you think that is?

- In which dimensions did you find the most differences? Why?

- How do the differences challenge your thinking about the principalship?

Final Thoughts

- Many of the attributes we already use to define effective principals are found in the New Leaders Principal Evaluation rubric.

- We often use different language to describe effective principals; the New Leaders rubric provides common language and focuses primarily on evidence of performance.

- The New Leaders Principal Evaluation rubric leverages the school leader practices that are most closely tied to positive student outcomes.

Appendix

Graphic Organizer – Indicators of an Effective Principal

NEW LEADERS | PRINCIPAL EVALUATION
MODULE 3: SETTING A PRINCIPAL
PRACTICE GOAL + STRATEGIC PLANNING

Orientation

The standards and rubric should be used as developmental tools to help principals identify priority areas for their own professional growth. The rubric is a resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have shared language to describe what improved practice would be. This module takes 60 minutes.

Essential Question

How can principal practice goals help my school meet our student achievement targets?

Learning Activity

This learning activity is designed to occur after analyzing all available data and reviewing the superintendent's priorities. The strategic planning tool is designed to provide scaffolded support to explicitly connect the principal's leadership practice goals to impact on the student achievement targets. This session is best led by the principal supervisor and a small group of principals together. It may be useful to present a model of a completed strategic plan to demonstrate the degree of detail required. Finally, the plan developed by the principal should be used as an artifact in an initial evaluation planning meeting between the evaluator and the principal.

- At the end of this session, principals will have one goal strategically planned for the next three months. To do that they will accomplish the following:
    o Goals are written in SMART format—there is a timeline and a logical sequence of actions.
    o Data-based school priorities demonstrate specific and aligned action toward goals.
    o Goals are clearly aligned to school and district priorities
    o A system is in place to track predictive indicators and alignment indicators used to demonstrate improvement in priority areas.
    o There are clear benchmarks to track progress between now and the mid-year review conference.
- The strategic planning tool works like a thinking guide to develop a robust strategy for moving aggressively toward meeting student learning targets.
- What you develop today will become your model. Apply this model to the rest of your goals.
- Use the strategic plan as a working document that guides your daily work.
- Have the principals in the group identify one practice goal and write it down in SMART format. For example Mrs. Stockwell's goal is the following:

"By June 30th,100% of teacher teams will independently execute meeting protocol focused on analysis of student work, assessment of impact of selected strategies, and plan for upcoming week of instruction."

Each principal should have a data-informed goal to share at the meeting. The principal supervisor may take time to read each goal individually or participants can read goal statements in partners and hone based on partner feedback.

Next, principals should take 2-5 minutes to jot down how the practice goal will likely lead to progress toward increased student achievement. Making this explicit connection is posing a theory of action. For example, Mrs. Stockwell's theory of action is the following:

> "We will begin to see progress in student reading scores if our teaching teams get more focused on common teaching strategies, common assessments, and common interventions for students who are struggling. Although we have common planning time now, I do not think that all teams are using it well. If I attend and lead meetings, I am sending a strong message that I think that the meetings are important. I am going to be more focused on setting clear expectations for how teachers use their time in grade level team meetings and by being there, I can follow up by providing feedback on how they can adjust their meetings for greater impact."

Each principal should be able to develop a clear through line between the practice goal and the impact on student achievement.

- Have pairs read the articulated theory of action. Encourage partners to push each other on the connection of the practice goal to the impact on student achievement. Take 10 minutes for partners to work together to read theories of action and refine goals based on in-depth discussions. The principal evaluator should monitor conversations, supporting thinking as needed.

- Now the principals need to clearly articulate the action steps necessary to move toward that goal between now and the next time the principal and evaluator meet. The goal here is not to have action steps for the whole year, but to have short term, bite-size steps that are achievable in the next three to four weeks. Share action steps with partner; add or refine action steps based on partner feedback. Take 10 minutes to complete this section.

- Finally, principals should identify what outcomes or evidence they expect to track and collect over the four-week period. This evidence should be examined and discussed at the next evaluator/principal check in meeting. During the discussion, principal and principal manager should work together to determine the quality of the evidence as measuring progress . It is essential to use the strategic plan in this step as a way to have meaningful reflective conversations about moving toward practice goals. Mrs. Stockwell lists the following as evidence of her success moving toward her practice goal:

1. Literacy coach meeting agendas with principal.
2. Teacher instructional goals and student outcome results from Grade Level Teams.
3. Principal observations of literacy coach supporting teachers in classroom practice.
4. DIBELS fluency first administration results.

Principals should take this well-articulated goal with action steps and evidence of moving toward the goals as a model. Between now and the next time the principal meets with her evaluator, it is essential that the two actions are accomplished:

1. The principal carries out the action steps in the strategic plan, collecting and evaluating evidence of outcomes along the way. The evidence should be brought to the next evaluator/principal meeting for discussion.

2. The principal must set one or two more focused practice goals in the priority areas. He/she should use the strategic plan developed today as a model for the subsequent goals.

Debrief
- How is this action planning process different from what you have done in the past?
- What connections can you make between practice goals and your school wide student achievement targets?

Final Thoughts
- It is important to explicitly connect the principal's leadership practice goals to the impact on the student achievement targets.

Appendix
Blank Goal Setting and Strategic Plan Form in the handbook

NEW LEADERS | PRINCIPAL EVALUATION
MODULE 4: IDENTIFYING EVIDENCE

Orientation

It is important for evaluators and principals to gather a preponderance of evidence to make fair and accurate judgments about a principal's practice. The New Leaders Principal Evaluation Rubric has examples that illustrate the processes and structures evaluators might expect to see in a school with a principal who demonstrates proficient practice. In this module, participants review these examples of evidence and generate additional examples from their own context. This activity takes 30 minutes.

Essential Question

What is evidence and how do we use it meaningfully?

Learning Activity

In this activity, evaluators review the examples of evidence in the New Leaders Principal Evaluation Rubric and brainstorm additional types of evidence they would look for the four evidence categories: direct observation, indirect observation, artifacts, and school data to determine principal effectiveness. After some time brainstorming, individuals will share with the group.

Based upon the lists participants create for this activity, the facilitator should use this as an opportunity to provide a frame of reference for Module 6 (Collecting and Mapping Evidence to Principal Practice Rubric) where participants use a case study to identify evidence and map it to the New Leaders Principal Practice Rubric.

- You will need: New Leaders Principal Evaluation Handbook which includes the New Leaders Principal Evaluation Rubric, and the Identifying Evidence graphic organizer.
- Directions: Review examples of evidence in the New Leaders Principal Evaluation Rubric, and in pairs, augment the examples of evidence using the four evidence categories. When you are finished, be prepared to share with the whole group.

Debrief

- Looking at the list of evidence you have generated, what do you think the best ways are to use it meaningfully for growth and accountability?

Final Thoughts

- Once we can use common language to describe what has been collected as evidence then analysis of the evidence—looking for patterns within and across the evidence collected—should follow logically.

- It's important to consider how to connect the evidence collected to teaching and learning patterns, and how leadership actions are connected to these outcomes.

- Note that evidence collection comes in different forms. It can be notes from an observation, indirect observation, artifacts, student data, etc. We recommend multiple data points to build a robust picture of a principal's practice.

Appendix

Identifying evidence table

NEW LEADERS | PRINCIPAL EVALUATION
MODULE 5: DIRECT OBSERVATION OF PRINCIPAL PRACTICE

Principal practice in relation to the New Leaders Principal Evaluation Rubric is measured through observation and evidence collection of a principal's leadership by the evaluator. Evidence of principal leadership practices should be gathered through a variety of methods, such as direct observation of principal practice, indirect observation of principal practice, artifacts, and school data.

Orientation

In this module, we will look more closely at direct observation of principal practice, which occurs when the evaluator is physically present in the school or venue where the principal is present and leading. These observations include but are not limited to leadership team meetings, principals observing teacher practice, or principal to teacher feedback conversations.

For the purposes of practice, we suggest using a video to calibrate teams before a principal may be observed live. Remember when carrying out an observation in a real school, there are four steps—preparation, scheduling, observation, and follow-up. For this observation practice, it is important to consider the following when using video with a team of evaluators:

- Use a video for a common observation experience with participants. There are some good, free resources available to use for observation practice.

- Set the stage for the video so that observers do not get distracted by details when watching the video.

- Use the observation tools for note-taking. Model or show your own notes from the video so that evaluator trainees get a sense of observation "grain size." It is okay to show the video twice for training purposes.

- Have a focus in the observation and have the participants read that section of the rubric before the observation.

- Require that participants deliberate on the evidence collected until they agree on what they collectively observed. The reflective conversation, calibrating evidence, brings rigor to the activity, deepens learning.

Essential Question

Principal observation is not standard practice. Why is it required now?

When preparing for a school site visit, what are key considerations for success?

Learning activity

Pre-read New Leaders Handbook page 20, "Conducting High Quality School Site Visits" and the New Leaders Principal Evaluation Rubric standard 1 Learning and Teaching and standard 2 Shared Vision, School Culture and Family Engagement before we watch the video*.

Provide context for video selection:

- This is a video of a high school principal celebrating his staff's successes and leading them in a discussion of the school vision.

- Teachers then work collaboratively to develop activities to foster higher-order thinking.

- This is a "turn around" high school working hard to focus the staff on new instructional norms. Professional development we see is led by a teacher. The staff is learning about instructional strategies that emphasize concept attainment.

- This high school is in the Central Valley of California. 46% of the students quality for Free or Reduced-Price Lunch; 13% of the students are designated English Language Learners.

* A note about the video: This video comes from the Doing What Works website which is published by the U.S. Department of Education. The goal of the site is to make it easy for educators to find research-based best practices. The site features many educator-developed practical tools to improve classroom instruction. It is one way to access video to practice direct observation of principal practice.

Waterford High School Demographics:

Where:	Waterford, California
Type:	Rural
District:	Waterford Unified School District
Grade Level:	High School (9-12)
Demographics:	55% White
	40% Hispanic
	1% Asian
	1% Black
	46% Free or Reduced-Price Lunch
	13% English Language Learners
	9% Special Education

(California Department of Education, 2007-08)

Ask participants to do the following:

- Script notes based on what you see in the video. Notes should be descriptive.

- Before you move to judgment, your table must agree on what you have observed together. This kind of observation takes practice and requires discipline.

- Sample of observation notes:

Principal says: "I'd like to report a new record established in mathematics. Ninety percent of the tenth graders took the test, passed it on their first attempt."

Principal asks: "Take those two statements together, and what should we be guarding against at Waterford? And what should we be trying to promote here?"

Show video. http://tinyurl.com/8qqj48e

Have a discussion at your table about the notes you captured during your observation.

What did you see? Come to agreement about what you observed, but do not make any judgments about the quality. Our first job is to become very clear on what was observed.

Now that you agree on what you have observed, map the evidence to the New Leaders Principal Evaluation Rubric.

1.   First identify where the evidence belongs (remember we are only looking at Standards one and two).

2.   Next assign the evidence a practice rating.

3.   Your table should have a practice rating for Standard 1: Learning and Teaching and Standard 2: Shared Vision, School Culture and Family Engagement

Debrief

• How does direct observation of principal practice strengthen the principal evaluation process?

Final thoughts

• Direct observation is an important part of principal evaluation.

• For high quality school site visits, be sure to follow the four step process: Prepare, schedule, observe, and follow up.

• Observing a principal's practice is not the same as observing a teacher.

• Direct observation is one of several ways to collect evidence of a principal's practice.

• First collect evidence, and then determine the level of performance.

• After any observation, provide actionable feedback to the principal in a timely manner.

Appendix

Optional Observation Form (in handbook)

New Leaders Principal Evaluation Rubric (in handbook)

Link to dww.ed.gov video   http://tinyurl.com/8qqj48e

NEW LEADERS | PRINCIPAL EVALUATION
MODULE 6: COLLECTING EVIDENCE
AND MAPPING IT TO THE RUBRIC

Participants will use a case study to do a detailed read of the New Leaders Principal Evaluation Rubric and map evidence from the case study to the rubric. This activity is best done in partners or table groups. Depending on the size of the group, each table group can take on one standard or pairs can take one standard. Organize the case study evidence mapping to best meet the learning needs of your group. This session takes approximately 75 minutes.

Evidence collected in five standards for principal practice should inform both the professional growth needs of the principal and provide evidence toward the summative rating as part of an evaluation system.

Orientation

New Leaders has developed the following five standards for leadership practice:

> 1: Learning and Teaching
>
> 2: Shared Vision, School Culture and Family Engagement
>
> 3: Strategic Planning and Operations
>
> 4: Talent Management
>
> 5: Personal Leadership and Growth

It's important to use the New Leaders Principal Evaluation Rubric to guide the conversation for the following reasons:

- Provides lens for evaluating principals.
- Articulates standards for proficient leadership.
- Provides common language to describe principal practice.
- Puts focus on evidence to describe level of performance.
- Orients feedback toward professional growth with descriptors.

Essential Question

> How are the five standards essential to drive increased student achievement?
>
> - "What principal leadership actions do we see in the case study?"
> - "What does it help us understand about the principal's practice?"

Learning activity

Read the Walnut Elementary School Principal Case Study. Using the description and student data as evidence, develop a complete picture of Mrs. Stockwell's principal practice. As you read, ask yourself the following questions:

- What principal leadership actions do I observe?

- How does the evidence help me assess Mrs. Stockwell's principal practice?

- As you read, refer to the New Leaders Principal Evaluation Rubric. Complete the table using the evidence you have found, mapping it to the New Leaders Principal Evaluation Standards. Use your highlighter and identify evidence supporting the New Leaders Principal Evaluation Standards Rubric.

- After all the evidence has been mapped to the standards, identify the level of performance described in the indicators.

Debrief

- For the whole group debrief, ask individuals to share out some of the leadership actions they identified and some of the questions that the case raised for them.

"Listen fors" in the debrief

During the table-based discussions, listen for tensions that come up. For example, if the principal intends on going into classrooms, but does not sustain that goal throughout the year, how would you describe her level of practice? How might Mrs. Stockwell modify her schedule to get more time in classrooms?

There will be disagreements about Mrs. Stockwell's practice between proficient and basic. Encourage participants to stay grounded in evidence when determining level of practice.

Final Thoughts

Learning the language in the rubric and using it to describe principal practice helps district leadership promote the following best practices:

- Provides lens for evaluating principals.

- Articulates standards for proficient leadership.

- Provides common language to describe principal practice.

- Puts focus on evidence to describe level of performance.

- Orients feedback toward professional growth with examples of evidence from observation.

Appendix

Case Study

NEW LEADERS | PRINCIPAL EVALUATION
MODULE 7: PROVIDING ACTIONABLE FEEDBACK

We encourage evaluators to prioritize the evaluation process by spending more time in schools conducting high-quality observations of practice and providing actionable feedback to principals. This will enable deep, professional conversations between the evaluator and the principal, and it will ensure the evaluation process does not devolve into a compliance-driven process.

Orientation

Providing clear and specific feedback is one of the most powerful tools to support the practice of a school leader. Feedback helps to establish performance expectations and ensures that performance is grounded in the New Leaders Principal Evaluation Rubric. The principal evaluation process creates the conditions conducive to provide meaningful feedback to principals *systematically*. For feedback to be meaningful, it must be focused, clear, and actionable. This module takes approximately 45 minutes.

In this module, we will explore features of meaningful feedback and how to make it central to the principal evaluation practice. For feedback to be meaningful, it must be:

1. Timely

2. Specific

3. Actionable

4. Continuous throughout the year

This module helps you develop skills for providing feedback to principals about their growth viewed in comparison to the rubric.

We will use a 3-step approach to feedback:

1. Make a clarifying statement

2. Express the value in statements or questions

3. Provide questions or possibility statements

We will go through each step, providing examples. We will engage this protocol using a role play.

Learning Activity

Participants will watch a video of a principal engaging in instructional leadership work. Participants will work in pairs, "A partner" and "B partner," and will take notes on the observation. The video observation provides the opportunity for principal managers to engage in purposeful and meaningful dialogue with other principal evaluators—map notes to the rubric and develop feedback to share in a role-play.

Together, the partners will use a feedback protocol to plan, script, and provide feedback to a principal using role play. Each partner will have a chance to be a principal and an evaluator. The purpose of your observation today is to support the principal that you supervise to hone his practice. You are specifically looking at how

the principal presents in a staff meeting. Use the Rubric to guide your language with your feedback.

1. We will use the SAME video for each feedback round. "Partner A" will provide feedback on the quality of the session. Feedback will be aimed at how to improve the quality of the presentation. Use the Learning and Teaching Standard to guide the work for the "A" group.

2. "Partner B" group observation will also focus on the Learning and Teaching standard. Feedback will be aimed at how to engage staff members more deeply in the professional development session.

3. Be sure that the "role play" teams know the purpose of the observation.

4. Tables can work in small groups to prepare feedback (all "A" partners can prepare together; all "B" partners can prepare together). Then, AB pairs should meet to "role play" feedback.

5. Before they take notes, they should review the rubric in the particular sections that support the purpose of the observation.

6. Once the video clip is shown, be sure that the evaluator uses the three-step feedback protocol (1. ask clarifying questions; 2. express the value potential specifically; and 3. offer reflective questions or possibilities) and utilizes language from the rubric.

Feedback Protocol for Role Play

1. **Ask clarifying questions**

   "How did you see this different from…?"

   "How did the teachers respond to…?"

   "Do you see evidence that teachers are working together to…?"

2. **Express the value potential specifically**

   "The strength of this idea is…"

   "I see evidence of…

   "The scaffolding of your design will help others understand…"

   "This could offer value to other teachers by…"

3. **Offer reflective questions or possibilities**

   "What are you considering in regard to…?"

   "What if…?"

   "What connections have you made to…?"

Example:

Clarify: Mrs. Stockwell, today I would like to talk about teachers using data in grade level team meetings.

Identify the value: I know that you are a principal who wants every student to reach their potential and I believe that attention to how teachers talk about student outcomes and the evidence that they bring to that conversation in grade level planning meetings can make a real impact on student achievement results.

Ask a question that opens possibility thinking: What are the ways you typically set expectations with the staff about what they do during grade level common prep time?

Debrief

- What can you take away from the feedback process to apply to your evaluation practice?

Final thoughts

- Feedback is a key lever for effective principal evaluation. Well planned, clear feedback models the feedback expected from principals in teacher evaluation. Making feedback a priority sends a message that the work of the principal is important and that your intention is to support success.

- Feedback must be delivered in a timely manner and in a format that is understandable and clear to the person for whom it is designed.

- Feedback can be collaborative: engage those you supervise in problem solving in areas where you would like to see improvement. Feedback should be focused on communicating progress toward goals. Providing feedback can help principals engage more deeply in their practice and improve their understanding regarding how to construct pathways to improvement.

Appendix

Link to dww.ed.gov video   http://tinyurl.com/8qqj48e

New Leaders

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Baltimore | California's Bay Area | Charlotte | Chicago | Jefferson Parish | Memphis
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New Leaders is working to address the national crisis in urban public education by selecting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders has set clear goals and strategies to help schools led by New Leader Principals succeed while also supporting the success of our partner school systems and, over time, education practitioners and policymakers nationwide. Our strong focus on our mission and long-term goals is allowing New Leaders to make a powerful contribution toward our vision that one day every student will graduate from high school ready for college, career, and citizenship.

For more information, please visit www.newleaders.org.