

# **Task Packet**

**Full Day**

**September 10 or October 20, 2014**

## **Principal Effectiveness 2014-2015**

*Colonial Intermediate Unit 20*

*"Dedicated to your children and the people  
who serve them!"*



**PIL Course: Framework for Leadership**  
**Presented by**  
**Kathy Emeigh and Michelle Bozzini**  
**Curriculum Department, Colonial IU 20**  
**September 10, 2014**

- Welcome
- Educator Effectiveness Reflection
- Principal Effectiveness Evaluation Overview
- Research Investigation

10:30 Break

- Research Debrief
- Zooming into the Essence of the Framework
- Connectedness in the Frameworks for Teaching and Leadership

12:15 Lunch

- Strategic Discussions Using Guiding Questions
- Using Evidence to Support the Framework

2:00 Break

- The Framework for Leadership Process
- Wrap-up

## Perceptions of Principal Effectiveness

What are the top three examples of changes you have seen in characteristics/behaviors of educators due to the Educator Effectiveness initiatives?

1.

2.

3.



**RULES AND REGULATIONS**

**3507**

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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**NONTEACHING PROFESSIONAL EMPLOYEE (NTPE) RATING FORM**

PDE 82-3 (4/14)

Last Name	First	Middle
District/LEA	School	
Rating Date:	Evaluation: (Check one) <input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual	

**(A) NTPE Observation and Practice**

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		25%		0.75
II.	Educational Environment		25%		0.75
III.	Delivery of Service		25%		0.75
IV.	Professional Development		25%		0.75
(1) NTPE Observation and Practice Rating					3.00

*Domain Rating Assignment* 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

**(B) Student Performance**

Building Level Score (0—107)	
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(2) Building Level Score Converted to 3 Point Rating	
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**(C) Final NTPE Effectiveness Rating—All Measures**

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) NTPE Observation and Practice Rating		80%		2.40
(2) Student Performance Rating*		20%		0.60
<i>Total Earned Points</i>				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
<i>Performance Rating</i>	

\* Substitutions permissible pursuant to Paragraph (IV)(g).

Rating: Professional Employee, **OR**  Rating: Temporary Professional Employee  
 I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of:  
 (month/day/year) (month/day/year)  
 DISTINGUISHED  PROFICIENT  NEEDS IMPROVEMENT  FAILING  
 resulting in a FINAL rating of:  
 SATISFACTORY  UNSATISFACTORY

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

Date _____	Designated Rater/Position: _____	Date _____	Chief School Administrator
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I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

Date _____	Signature of Employee _____
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# State of the Research

Use this worksheet to record notes regarding the research that you reviewed.

Research Study	Golden Lines & Notes
<p>RAND Corporation Report: "First Year Principals in Urban Districts" (2012)</p> <p>Read Summary ONLY (Pages xi – xv)</p>	
<p>Wallace Foundation Report: "The School Principal as Leader" (January 2012)</p>	
<p>Center for Analysis of Longitudinal Data in Education Research (CALDER): "Principal Effectiveness and Leadership" (April 2010 Policy Brief)</p>	

## **Areas of Commonality –**

What are possible areas of commonality between the Danielson Framework and the Framework for Leadership? Look at both documents and try to find at least 8 areas of commonality.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Why is it beneficial to find areas of commonality between these two frameworks?



## Process for Utilizing the Framework for Leadership

The steps outlined below are intended to incorporate current LEA principal evaluation processes and enrich them with the Framework for Leadership. In addition, a LEAs comprehensive plan can be blended with the Framework for Leadership to attain principal effectiveness.

The process identified is provided to spur some thoughts as to the individual discussions that occur between a supervising administrator and principal/school leader. The actual process/discussions that occur should be determined locally. It is not mandatory to use this process, nor should they be viewed as a “checklist” to be followed. It is provided solely as a resource.

### Steps for Supervising Administrators (those conducting evaluations)...

1. Complete training offered by your Intermediate Unit.
2. Review your current LEA evaluation process and incorporate the Framework for Leadership, Types of Evidence, and Possible Guiding Questions/Connectedness documents into your process.
3. The principal/school leader (person being evaluated) reviews the Framework for Leadership with you to determine agreed upon components based upon data and previously identified professional development needs. A recommendation is to include a minimum of two components per domain. This forms the basis of the evaluation.
4. Map out an agreed upon observation schedule and types of evidence to be collected throughout the year by you and the principal/school leader for each agreed upon component.
5. Meet midway through the year to discuss progress in collecting evidence relative to the agreed upon components (and other components upon which evidence has been collected). Provide written and/or oral feedback. If needed, based on data and feedback, make any necessary adjustments. Types of Evidence and Possible Guiding Questions/Connectedness documents are available to help frame the conversations.
6. The principal/school leader completes an End of Year (EOY) self-assessment by highlighting areas within the defined performance levels of the Framework for Leadership based upon evidence that support these performance levels. You should also complete an independent EOY assessment based upon evidence you collected relative to the principal’s/school leader’s performance.
7. Conduct an End of Year (EOY) meeting with the principal/school leader to compare your assessment with the principal/school leader’s self-assessment to determine the final evaluation ratings for each of the domains (areas of disagreement should be resolved by a review of the evidence). **Note: A domain rating is not intended to be an average of the component ratings for that domain; rather, it is based upon the preponderance of evidence presented for that domain.**
8. Enter final domain ratings into the Principal Effectiveness Rating Tool.
9. Opportunities exist to use the results of the EOY meeting to inform possible Principal SLOs for the following year.

### **LEA and School Planning Questions**

The LEA/school will have discretion over how the rubric will be implemented. However, it is encouraged to be placed in a system of professional growth for the principals.

When considering your district's processes:

Specific questions to be addressed are:

1. Which LEA personnel will be involved, how will they be informed and how will we share the rationale for the new Principal Effectiveness System?
2. How does the Framework for Leadership fit into our current evaluation system?
3. How can conversations take place to transform the principal evaluation process to one that is both formative and informative?
4. What specific evidence needs to be considered when thinking about overall school improvement initiatives?
5. How will we utilize the resources for Principal Effectiveness during the 2014-14 school year and beyond?

## Roll Out Planning

This space is to be used to begin planning your roll out at the district and school level. Be sure to include dates, roles of personnel, materials to be used etc.

Event Title: Framework for Leadership

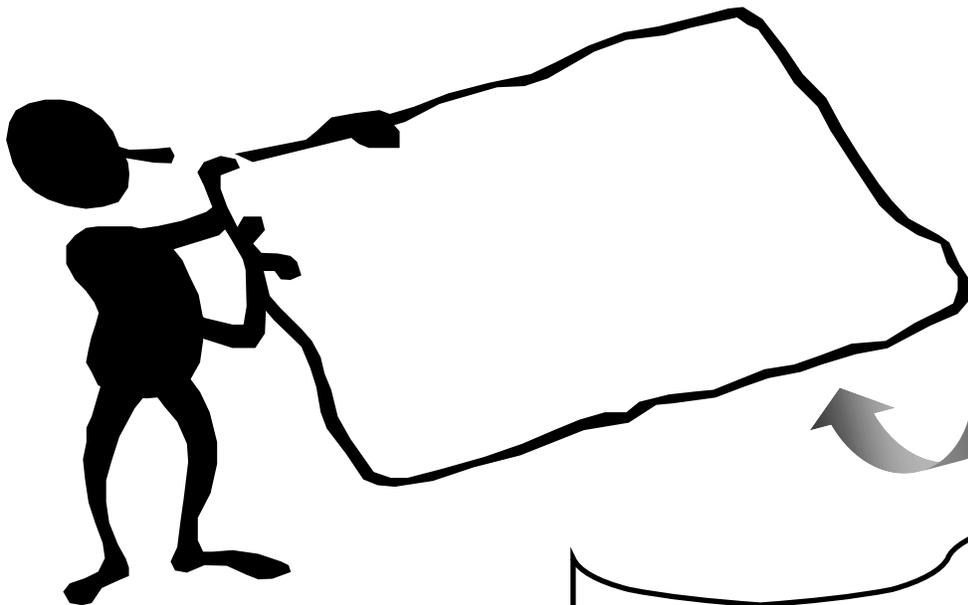
Event Date: \_\_\_\_\_

## FEEDBACK:

Evaluate the effectiveness of this Professional Development

Very      4      3      2      1      Not Very

The most valuable part of the day for me ...



What am I going to do as a result of this session...

