

Beginning Teacher Support and the New Principal Evaluation Process -- Part I

October 18, 2008

Representatives were issued a copy of the NC School Executive: Principal Evaluation Process and were asked to review the summary statement for each of the seven standards on pages 7-13 of the booklet. Each summary statement was analyzed for key phrases that could lead to impacting beginning teacher support. After analyzing each summary statement the standards were prioritized in order of importance for beginning teacher support.

Standard 1: Strategic Leadership (Priority 4)

Summary: School executives will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually repurpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

Key Phrases for Beginning Teacher Support

1. Create conditions to make teachers successful
2. Strategically re-imagining
3. Preferred culture
4. Create a climate of inquiry
5. Develop a pathway

Standard 2: Instructional Leadership (Priority 2)

Summary: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

Key Phrases for Beginning Teacher Support

1. Set high standards for professional practice
2. No non-sense accountable environment
3. 21st century instructional assessment
4. Collaborative structures
5. Cause the creation
6. Highly engaging school work
7. Peer review and sharing

Standard 3: Cultural Leadership (Priority 3)

Summary: School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "reculture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school as the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

Key Phrases for Beginning Teacher Support

1. Understand and act
2. School's culture
3. Must support and value
4. Build positive future
5. Must be able to re-culture
6. Passion/meaning/purpose
7. Goals of improving
8. Adult learning
9. Understanding the school and the people
10. Connect with traditions
11. Move them forward

Standard 4: Human Resource Leadership (Priority 1)

Summary: School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Key Phrases for Beginning Teacher Support

1. All (Goes with Standard 1 in teacher evaluation)
2. Emphasis
 - a. School is a professional learning community
 - b. Ensure processes and systems that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff.
 - c. Engage and empower accomplished teachers in distributive leadership
 - d. Support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching
 - e. Conversations to plan their career paths

Standard 5: Managerial Leadership (Priority 5)

Summary: School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

Key Phrases for Beginning Teacher Support

1. Processes and systems in place
2. Communicating expectations
3. Inclusion of all teachers in the budget process
4. Monitor staff
5. Effective and efficient managing
6. Focus energy on improvement

Standard 6: External Development Leadership (Priority 7)

Summary: A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the leader proactively creates with staff opportunities for parents, community and business representatives to participate as “stockholders” in the school such that continued investments of resources and good will are not left to chance.

Key Phrases for Beginning Teacher Support

1. Design structure and process
2. Community engagement, support and ownership
3. Build community
4. Proactively build
5. Stakeholders
6. Not left to chance

Standard 7: Micro-political Leadership (Priority 6)

Summary: The school executive will build systems and relationships that utilize the staff ’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school’s vision for success. The executive will also creatively employ an awareness of staff ’s professional needs, issues, and interests to build social cohesion and to facilitate distributed governance and shared decision-making.

Key Phrases for Beginning Teacher Support

1. Build systems and relationships
2. Utilize staff diversity
3. Leverage staff expertise
4. Awareness of staff professional needs, issues, and interests
5. Build social cohesion
6. Facilitate distributed governance and shared decision making

Beginning Teacher Support and the New Principal Evaluation Process – Part II

November 7, 2008

Standard 4: Human Resource Leadership (Priority 1)

Summary: School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, *development* and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Practices: The school executive practices effective human resource leadership when he or she

1. Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results (**excerpts 4-1**);
2. Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness; (**4-2**)
3. Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy; (**4-3**)
4. Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development; (**4-4**)
5. Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school; (**4-5**)
6. Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff; (**Related to beginning teacher responses – trend data**). (**4-6**)
7. Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance; (**4-7**)
8. Provides for results-oriented professional development that is ... differentiated based on staff needs; and (**4-8**)
9. Continuously searches for the best placement and utilization of staff to fully benefit from their strengths; (**4-9**).

Standard 2: Instructional Leadership (Priority 2)

Summary: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment.

The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

Practices: The school executive practices effective instructional leadership when he or she

1. ... guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals; **(2-1)**
2. Creates an environment of practiced distributive leadership and teacher empowerment; **(2-2)**
3. Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program; **(2-4)**
4. Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students; **(2-6)**
5. Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs; **(2-8)**
6. Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs; **(2-9)**
7. Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction; **(2-10)**
8. Creates processes that protect teachers from issues and influences that would detract from their instructional time; and **(2-11)**
9. Systematically and frequently observes in classrooms and engages in conversation with students about their learning. **(2-12)**

Artifacts (from both standards):

1. School improvement plan **(4-1 & 2-1)**
2. NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains for standard 4. **(4-2 & 2-2)**
3. Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher **(4-3)**
4. Teacher retention data **(4-5 & 2-5)**
5. Record of professional development provided staff and an assessment of the impact of professional development on student learning **(4-8)**
6. Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee **(4-9)**
7. Copies of professional growth plans **(4-10)**
8. Student achievement data **(2-3)**
9. Documented use of formative assessment instruments to impact instruction **(2-6)**
10. Evidence of the team development and evaluation of classroom lessons **(2-8)**