

Practices in Administrator Evaluations & Principal Site Visits

Below you will find some examples of common practices shared with us from districts across the state.

Multiple Observers

- Conduct principal evaluations with a team, which could include the superintendent, the supervisor of curriculum and instruction, elementary/secondary supervisor and/or the supervisor of accountability and school improvement. This lends added expertise, helps calibrate scores, and provides a better mix of feedback and coaching.
- Use teams for principal observations. Newer principals might have teams of three, while more experienced principals might have teams of two. The superintendent is always on the team for new principals. Each principal has a lead evaluator who is consistent for both observations. The other team members may change. The lead evaluator is responsible for facilitating the consensus meeting when the team reviews notes from the visit and scores the educator on each indicator. The lead is also responsible for recording the scores in TNCompass and conducting the post-conference.
- With a team made up of the superintendent and district staff, monitor each school's data and implementation of key initiatives. Then the team collaboratively discusses collected evidence.

Collection of Artifacts

- Use a shared file with tabs for each of the TILS. This makes it easier for principals to collect, share, and receive feedback about evidence and artifacts throughout the year.
- Establish a shared file for each administrator, organized by strands, so he/she can share further evidence for indicators. For example, administrators may include samples of staff, parent, or community newsletters in the folder to highlight specific indicators.
- Collect artifacts throughout the year. Artifacts can include
 - school leadership team and collaborative session notes/handouts,
 - intervention plans and instructional schedules, and
 - teacher perception survey results.
- Allow principals to use video at any time to record activities such as leadership team PLCs for sharing.

Data Monitoring

- Conduct quarterly data meetings with principals that delve deeply into student results. The conversation naturally flows to a range of topics, including schedules, teacher performance and evaluations, PLCs, and other professional development initiatives. This provides information on where principals fall on a continuum of using data to drive instructional decisions.
- Observe grade-level planning meetings or data conferences that involve the administrator and conduct multiple visits with each principal to discuss relevant student data with attention to action steps based on the analysis of that data.

Observation Practices

- Observe a school leadership meeting and look for the diversity of team members, shared leadership, and accountability among staff.
- Observe observation walk-throughs and ask the administrator to send a copy of the feedback shared with the teachers following the walk-through.
- Observe a post-conference with a teacher. It is a good idea to have the principal check with the teacher first to make sure he/she is comfortable with being observed in that setting.
- Reserve about 30 minutes at the end of a site visit for questioning around indicators that were not able to be observed during the visit.
- Visit teacher-led and administrator-led collaborative sessions frequently.
- Observe classrooms at each school to monitor classroom practices and culture.
- Go to the school for visits before school begins (e.g., during car rider or bus rider time) to see how the tone is set for the day. Consider staying through announcements and other morning routines to visit with staff and teachers.

Coaching Conversations

- Hold brief coaching and goal-setting sessions around key elements of the rubric. The following are highly impactful areas of focus, but conversations and goals are not limited to these:
 - shared leadership,
 - building teacher leaders, and
 - leveraging educator strengths.
- Have administrators complete the department's self-reflection document and schedule a follow-up conversation to discuss it.
- Ask the principal to have prepared evidence and discussion points on the indicator they feel they are doing the best job with this year. This allows them to begin the evaluation process on a positive note and makes them feel like they have more control of driving the conservation and support.
- During the initial visit, discuss what needs improvement and how administrators plan to improve before the end of the semester. Setting a concrete goal allows the tone to be set as, "Let's do this together," rather than, "I'm out to get you."