



Executive Officers Meeting

**Office of Leadership Development and
School Improvement**

May 18, 2017



Meeting Outcomes

By the end of this meeting, participants will have:

- ❑ Received an overview of the functions for the Office of Leadership Development and School Improvement;
- ❑ Reviewed 2015-2016 teacher and principal effectiveness data and briefly discussed the process for submitting 2016-2017 data;
- ❑ Discussed strategies to incorporate the recently adopted Professional Standards for Educational Leaders into principal evaluations; and
- ❑ Discussed professional learning needs and future meeting dates for the 2017-2018 school year.

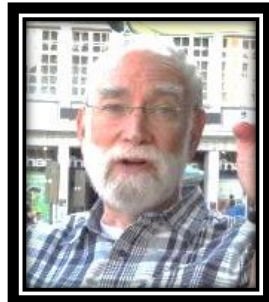


Re-Envisioned Approach to School Improvement and Leadership Development

- Building Relationships
 - Collaborating with stakeholders
- Narrowing the Focus
 - Align and concentrate resources
- Differentiating Support
 - Regionalization of services
- Building on What Works
 - Capitalize on effective practices

Office of Leadership Development and School Improvement

- Provides leadership, support, and technical assistance to
 - improve low-performing schools;
 - foster the growth of effective leaders; and
 - implement teacher and principal evaluation systems.



Framework for School Improvement: West Ed's Four Domains of Rapid School Improvement



**Turnaround
Leadership**



**Talent
Development**



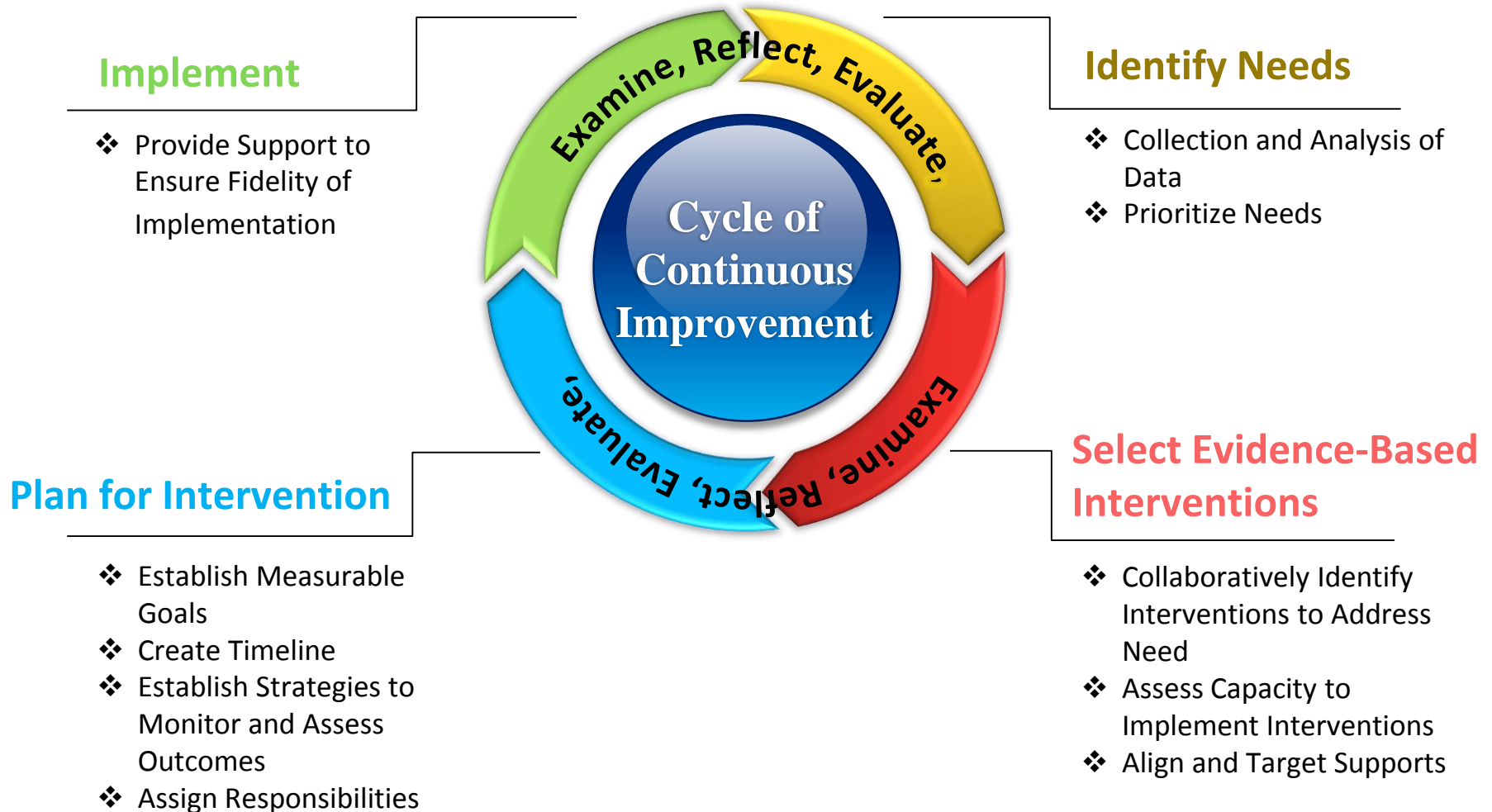
**Instructional
Transformation**



Culture Shift

Systemic Improvement

Promoting Continuous Improvement



Targeted Professional Learning Experiences to Prepare and Sustain Effective Leaders



Aspiring Leaders Institute

- Teacher Leaders

Promising Principals Academy

- Assistant Principals



Priority Principals Program

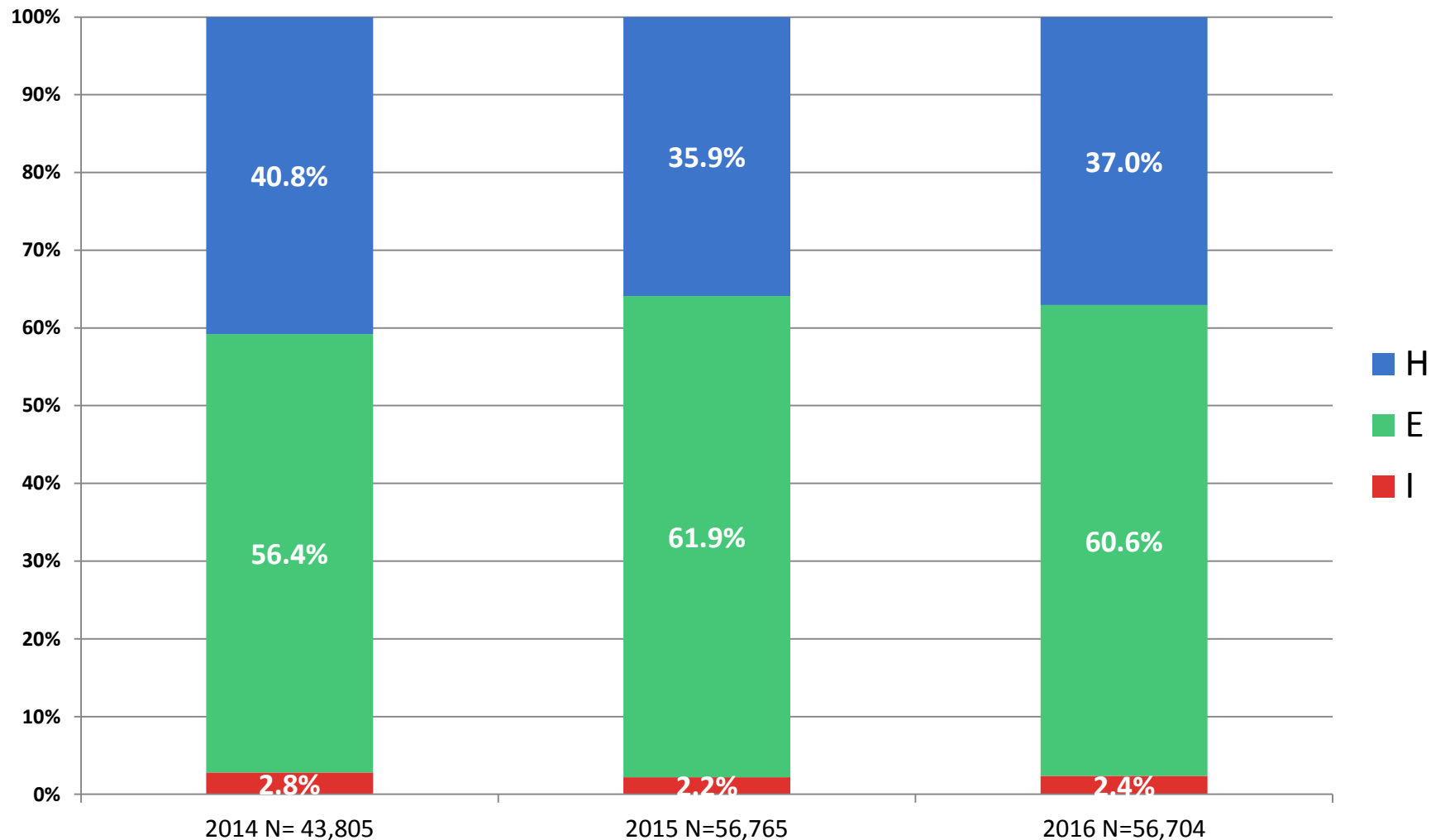
- Principals



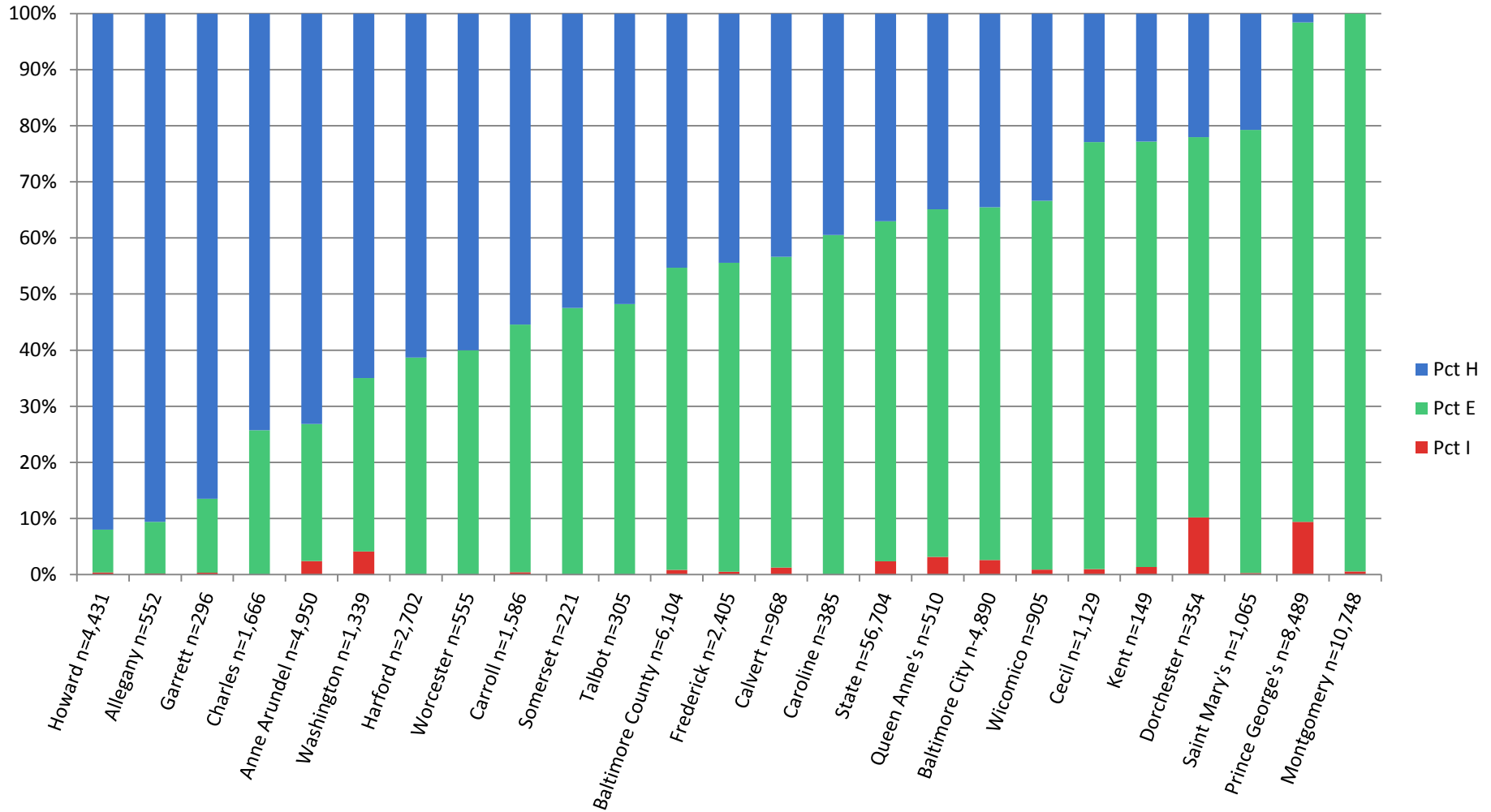
2015-2016
Teacher and Principal
Effectiveness Ratings



Most Maryland Students are Taught by a Teacher Rated as Effective or Highly Effective

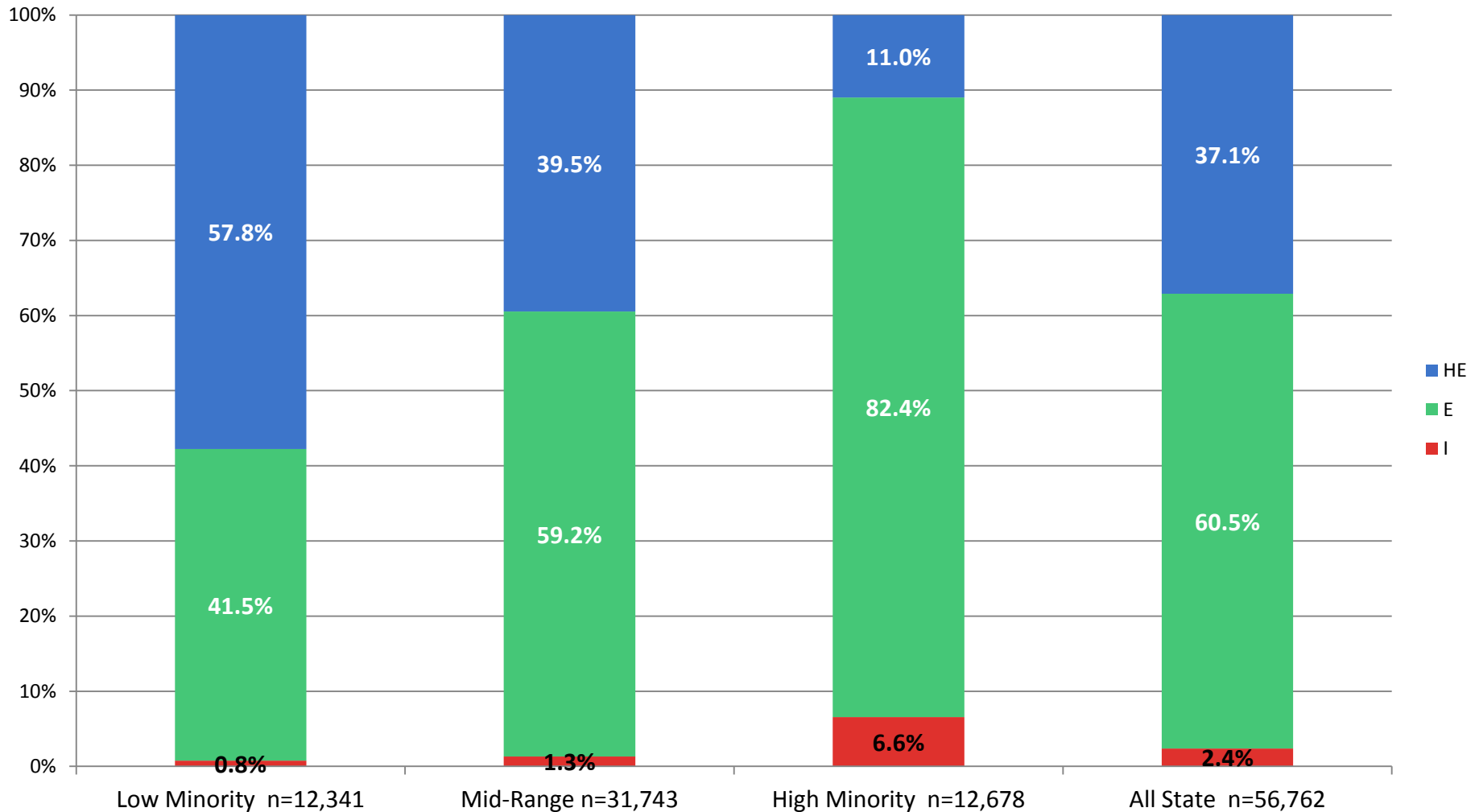


LEAs range from reporting 92% highly effective teachers to less than 2% highly effective teachers

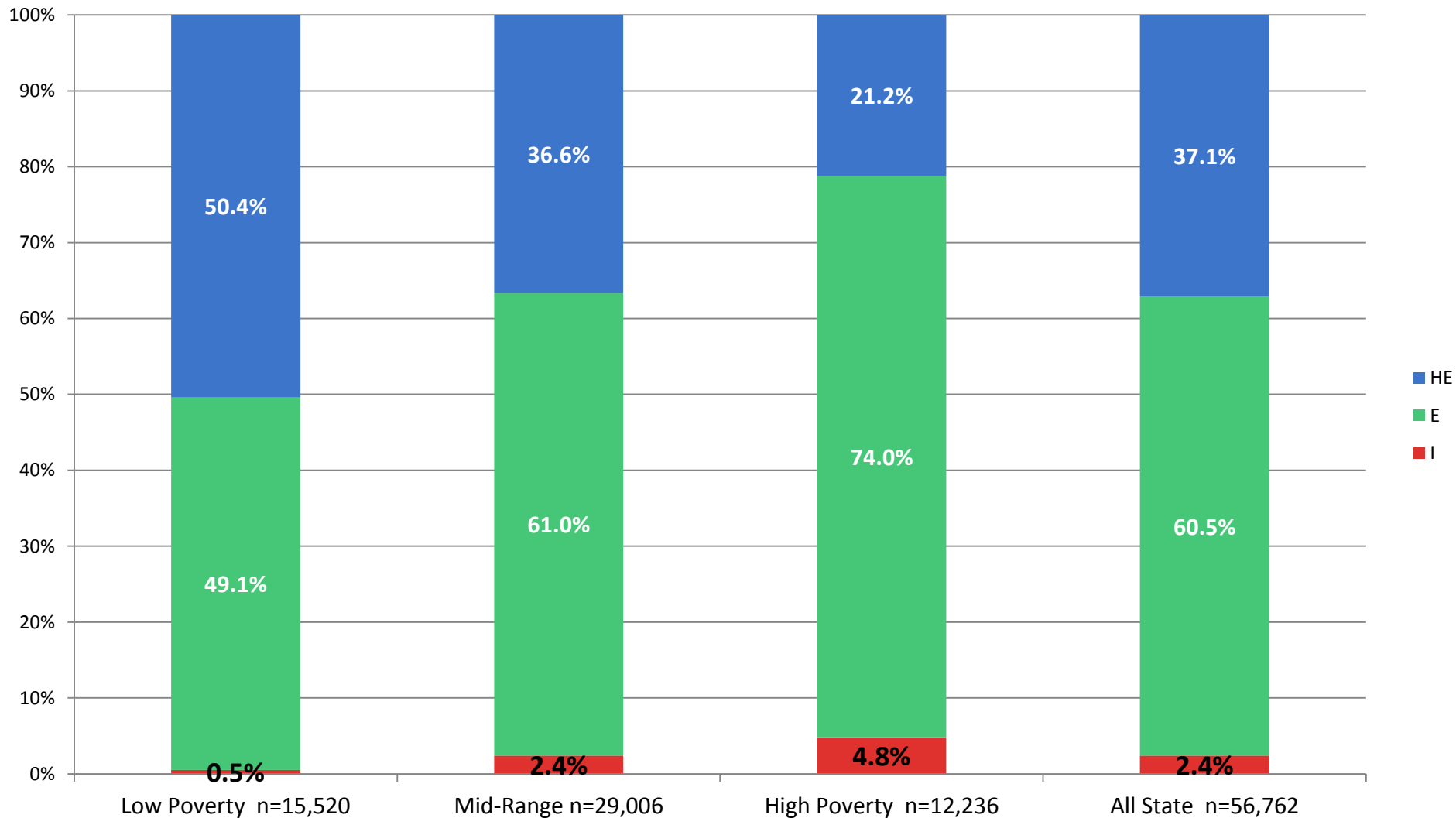


Montgomery County rates teachers as “Met Standards” or “Failed to Meet Standards”

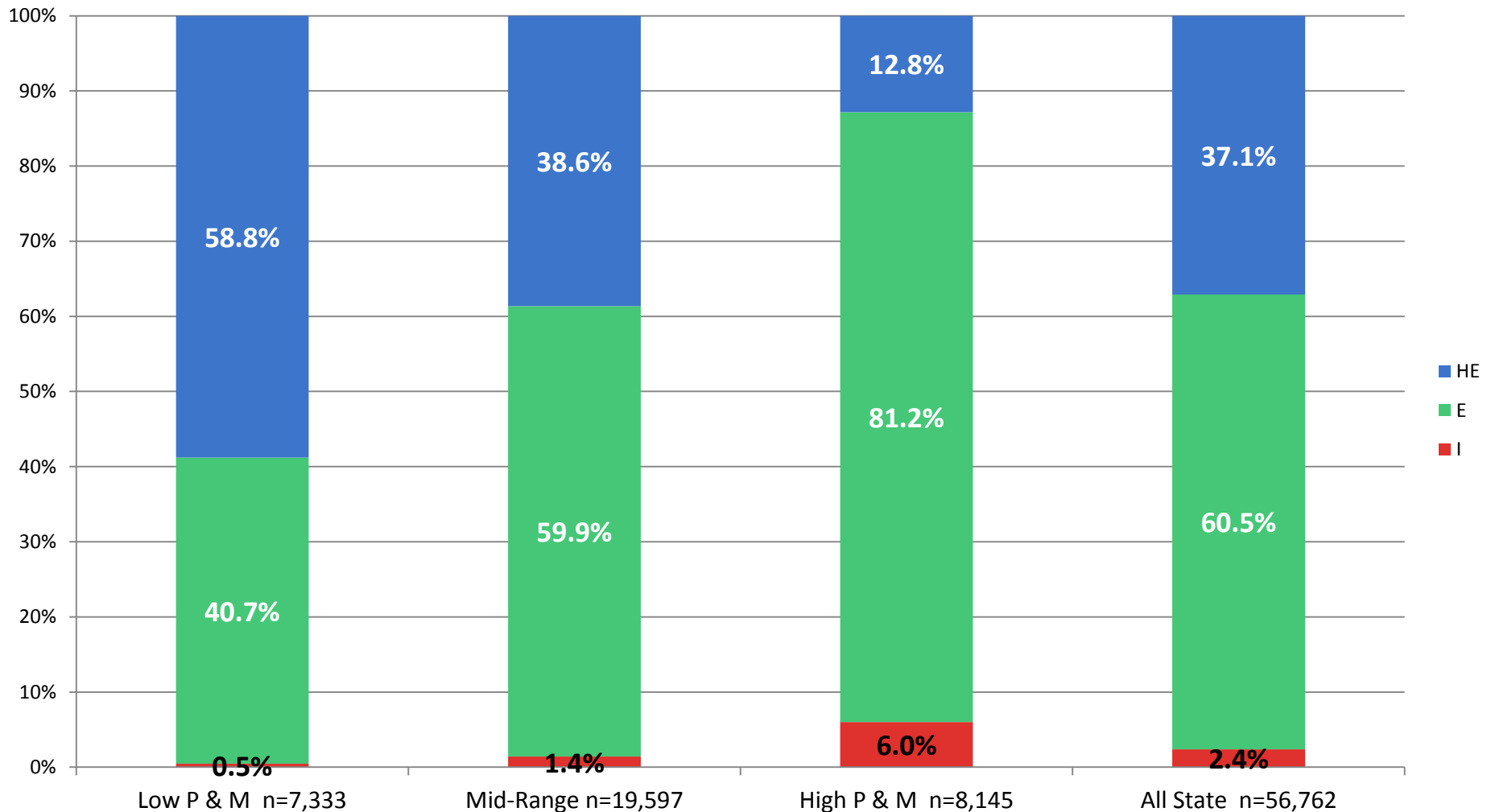
Students in high minority schools are more than eight times likely to have a teacher rated ineffective than are students in low minority schools



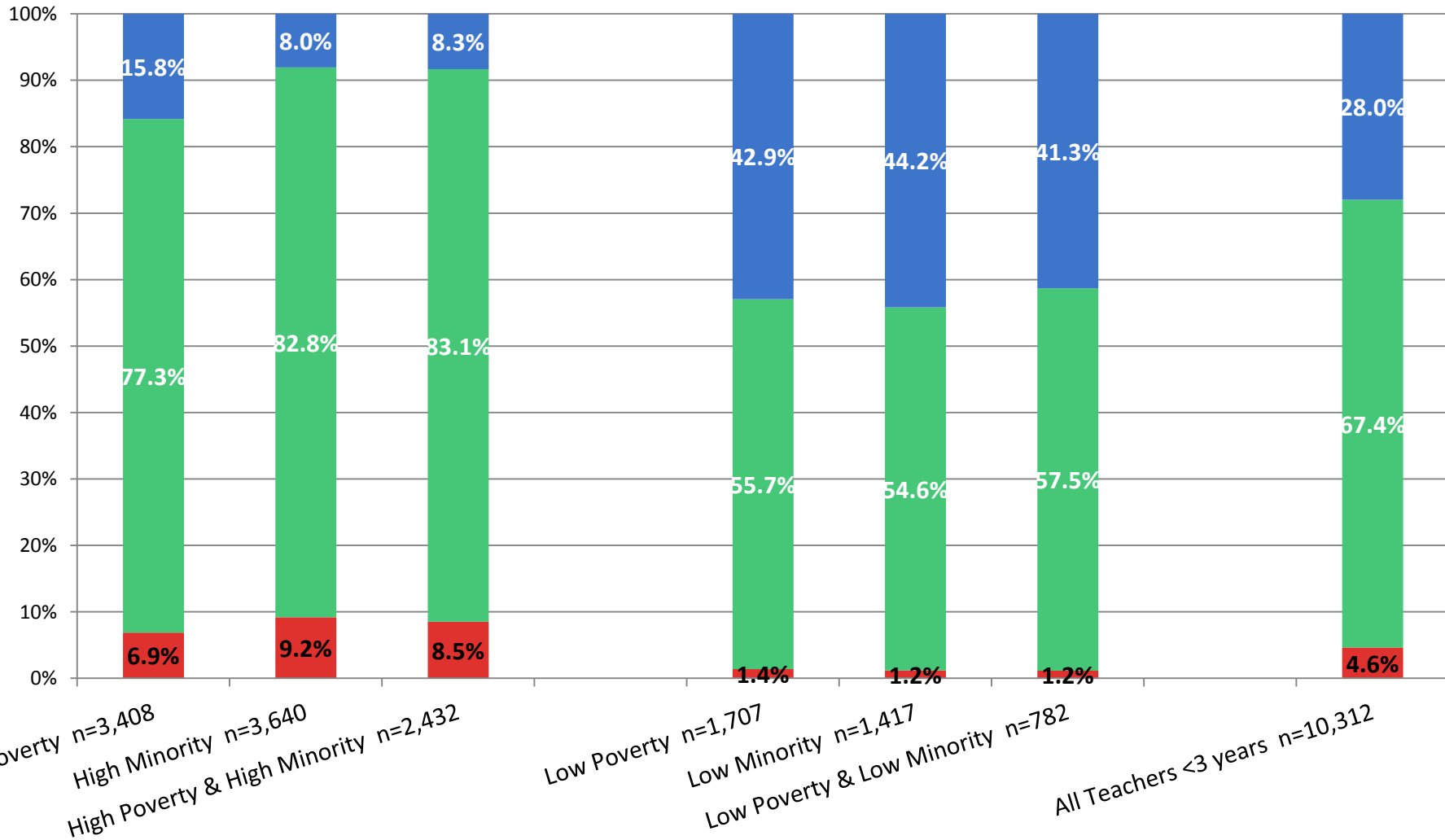
Students in high poverty schools are nearly ten times more likely to have a teacher rated ineffective than are students in low poverty schools



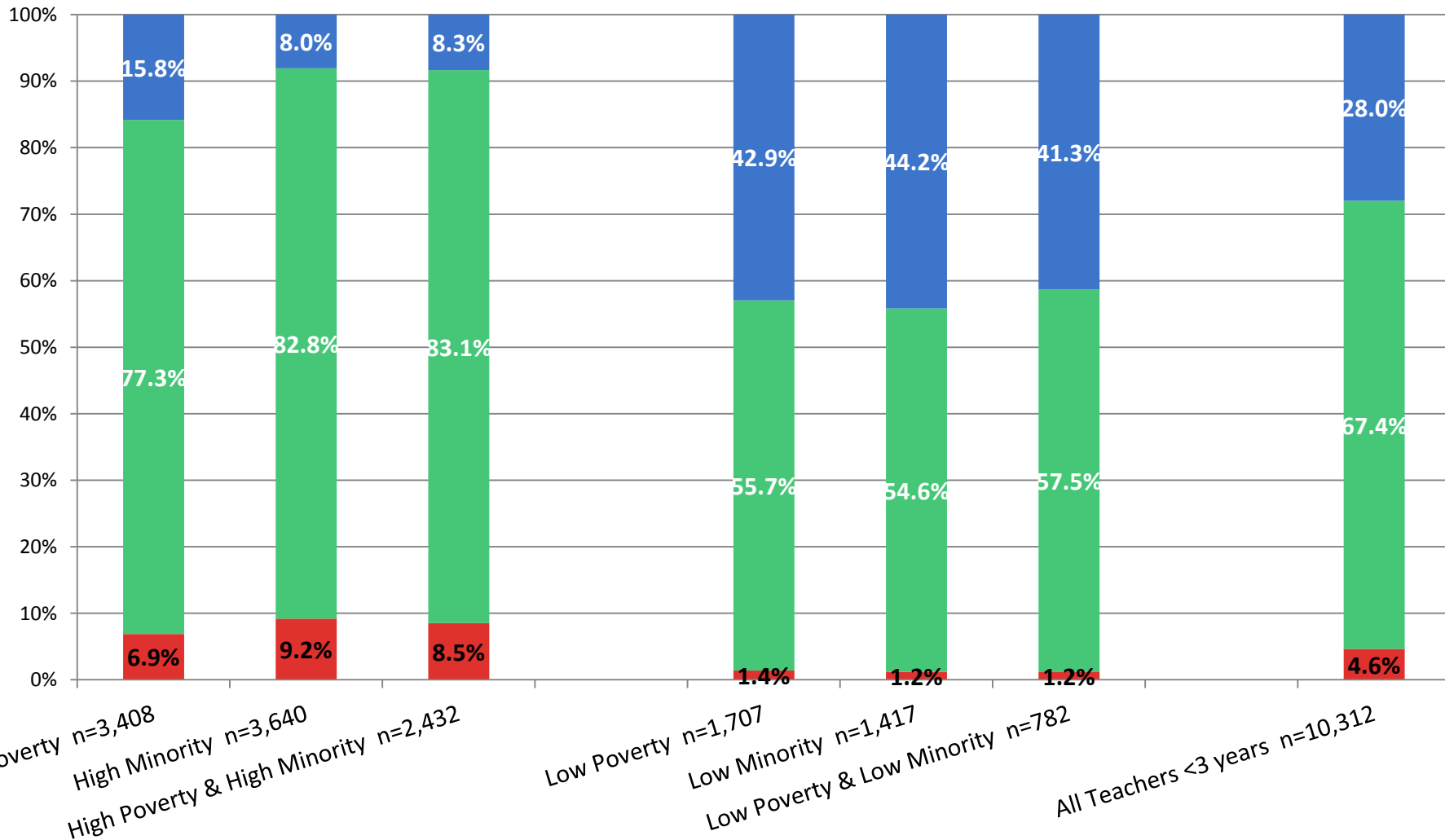
Students in high poverty/high minority schools are 12 times more likely to have a teacher rated ineffective than are students in low poverty/low minority schools



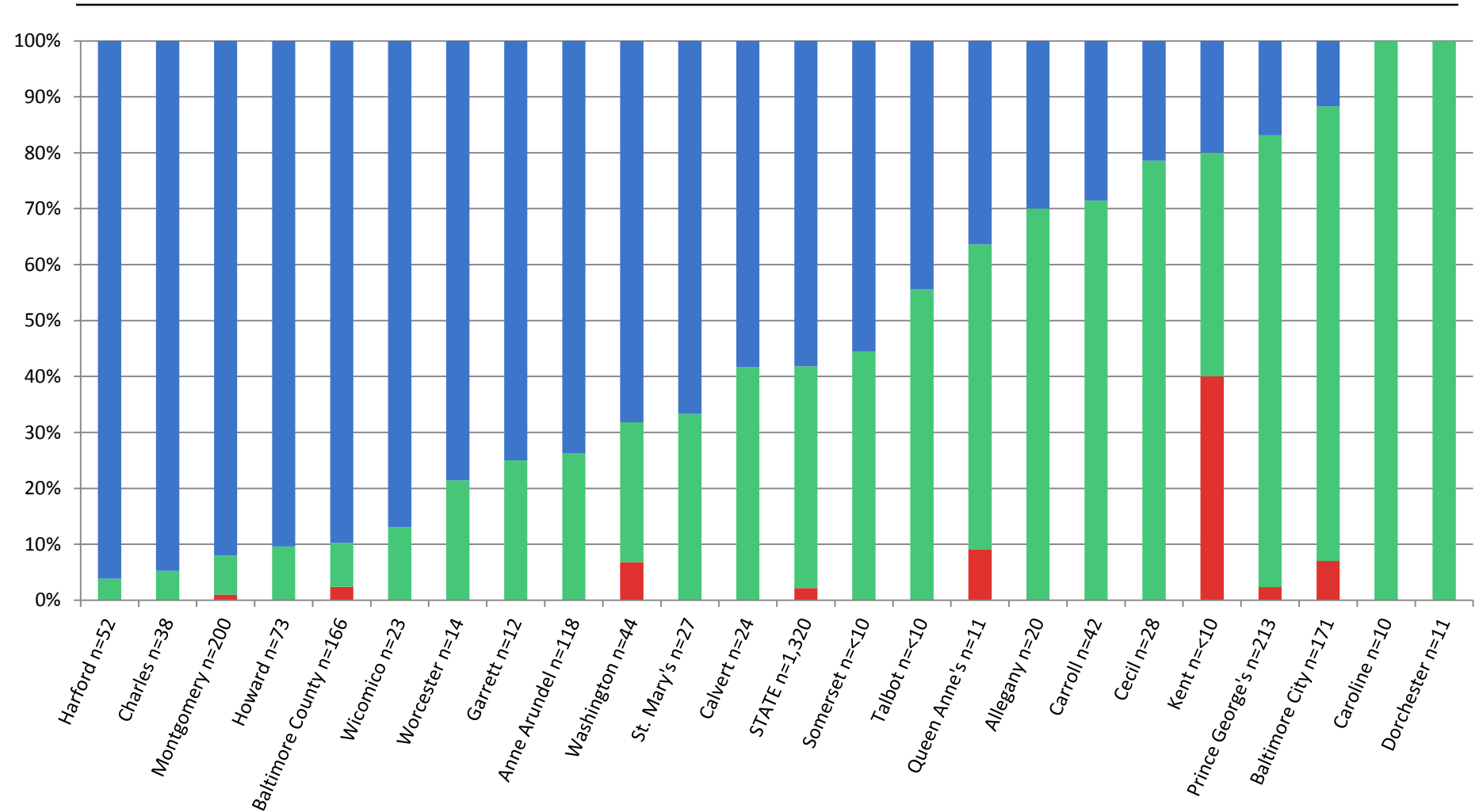
A student in a high poverty/high minority school is three times more likely to have an inexperienced teacher than a student in a low poverty/low minority school



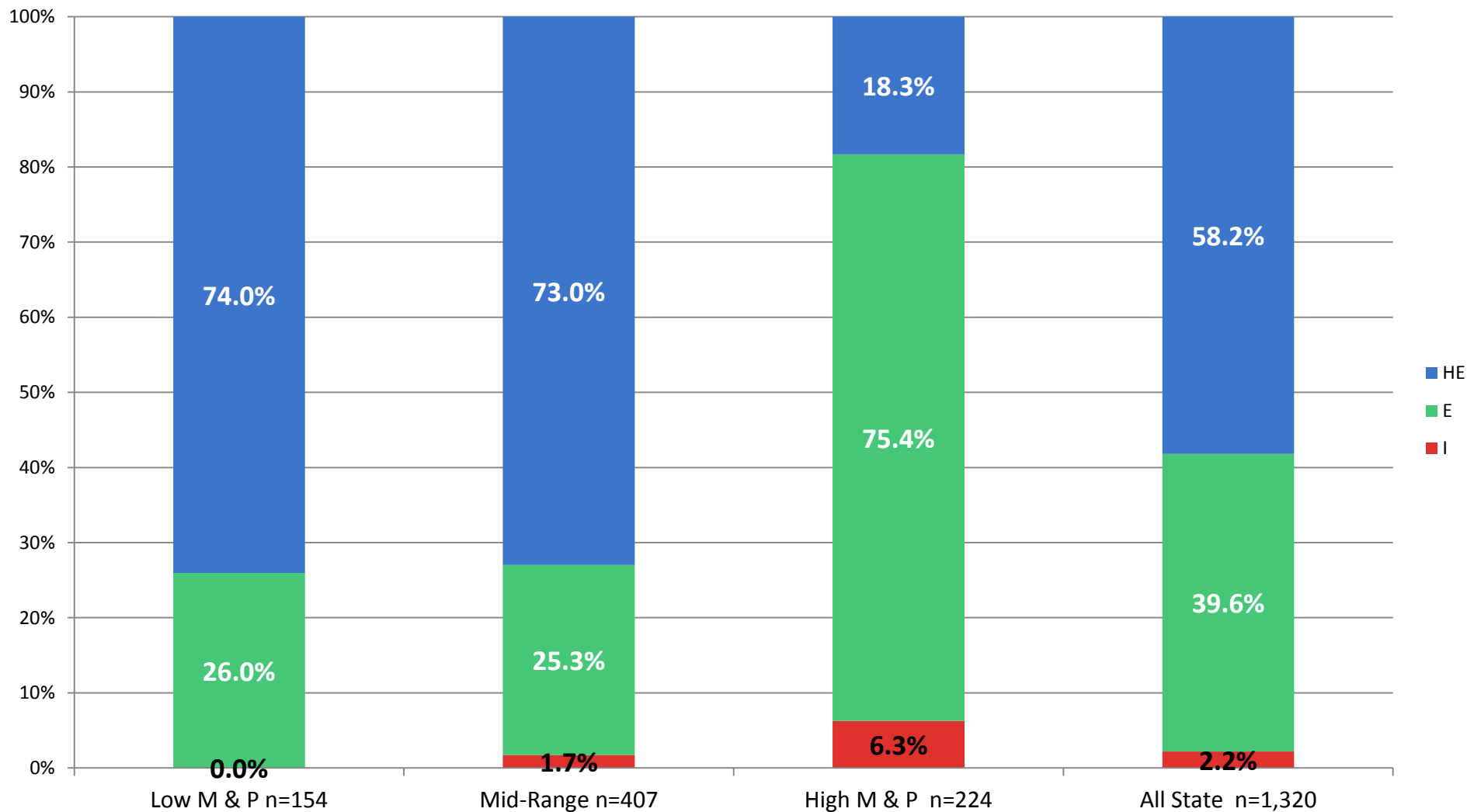
Inexperienced teachers in low poverty/minority schools are five times more likely to be rated highly effective than are inexperienced teachers in high poverty/minority schools



58% of Maryland principals are rated highly effective and 40% are rated effective



Principals Rated as Ineffective are Concentrated in High Poverty/High Minority Schools





Questions for Discussion

- **Are reported teacher and principal effectiveness ratings a realistic view of educator effectiveness in your school system?**
 - 98% of teachers and principals rated highly effective or effective.
- **How is your school system addressing inequity?**
 - Higher concentration of educators rated ineffective in high poverty/high minority schools.
- **How can we better prepare and support our educators to meet the needs of all learners?**
 - Students in high poverty/high minority schools are more likely to have teachers and principals rated as ineffective.



**2016 - 2017
Teacher and Principal
Effectiveness Ratings**

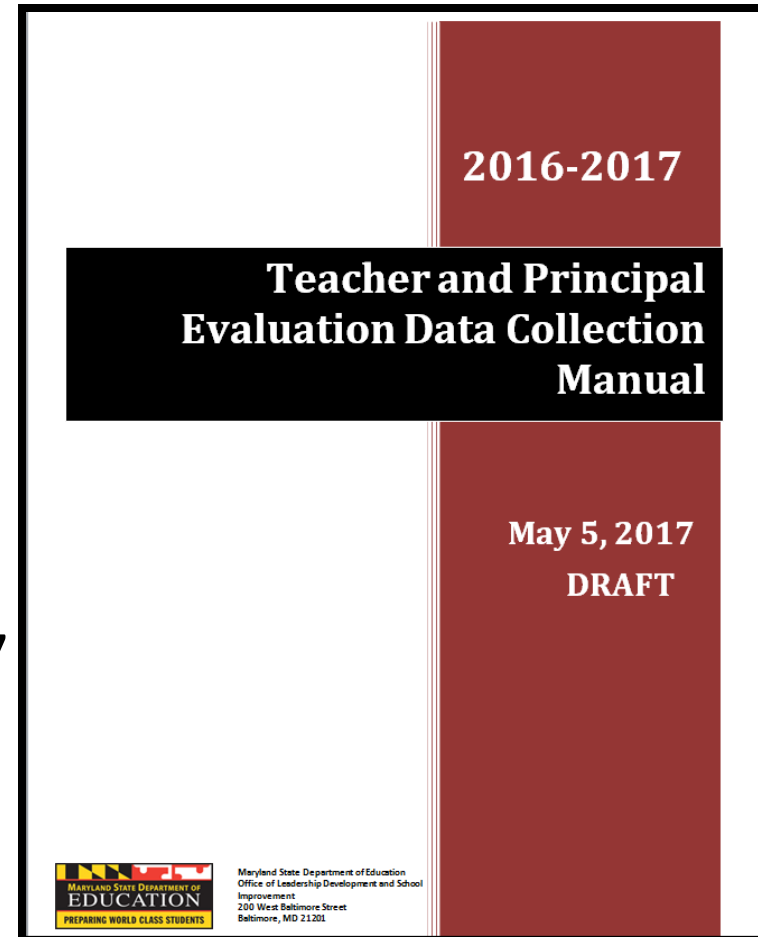


General Evaluation Updates

- State default model remains 50/50
- LEA evaluation systems must:
 - Adhere to requirements in COMAR 13A.07.09.04
 - Include student growth as a significant component of the evaluation
 - Student growth must be composed of multiple measures
 - No single measure can represent more than 35 percentage points of the entire model
 - Must be endorsed by the exclusive bargaining unit (Education Reform Act of 2010)

2016-2017 Data Collection

- Information sent to LACs
- Teacher Files
 - Submission Window:
June 26 – July 17, 2017
- Principal Files
 - Submission Window:
August 14 – September 8, 2017





Key Modifications

- ❑ New secure server, must be granted access to upload files.
- ❑ Three options to report TPE data based on standards (PSEL, MdILF, ISLCC etc.) used for the 2016-2017 school year.
- ❑ New fields for PSEL added to data collection.



MARYLAND STATE DEPARTMENT OF
EDUCATION

PREPARING WORLD CLASS STUDENTS

Professional Standards for Educational Leaders

National Policy Board for Educational Administration

2015

October 2015

formerly known as ISLLC Standards



Development of PSEL

- Two-year process
- Substantial involvement of the profession
 - > 1,000 practicing educational leaders
 - AASA, NAESP, NASSP contributions
- Extensive review of research
- Multiple committees
- Vetting and public comment
- Adopted by the Maryland State Board of Education in February 2017



Focus on Student Learning

- The importance of “*each*” student
- Academic success AND broader learning and development, student well-being
- All domains of leadership work focused on students
- A logic of leadership-to-learning connection

Principal Standards Comparison

Maryland State Standards

1. School Vision
2. School Culture
3. Curriculum, Instruction and Assessment
4. Observation/Evaluation of Teachers
5. Integration of Appropriate Assessments
6. Use of Technology and Data
7. Professional Development
8. Stakeholder Engagement
9. School Operations and Budget
10. Effective Communications
11. Influencing the School Community
12. Integrity, Fairness, and Ethics

Professional Standards For Educational Leaders

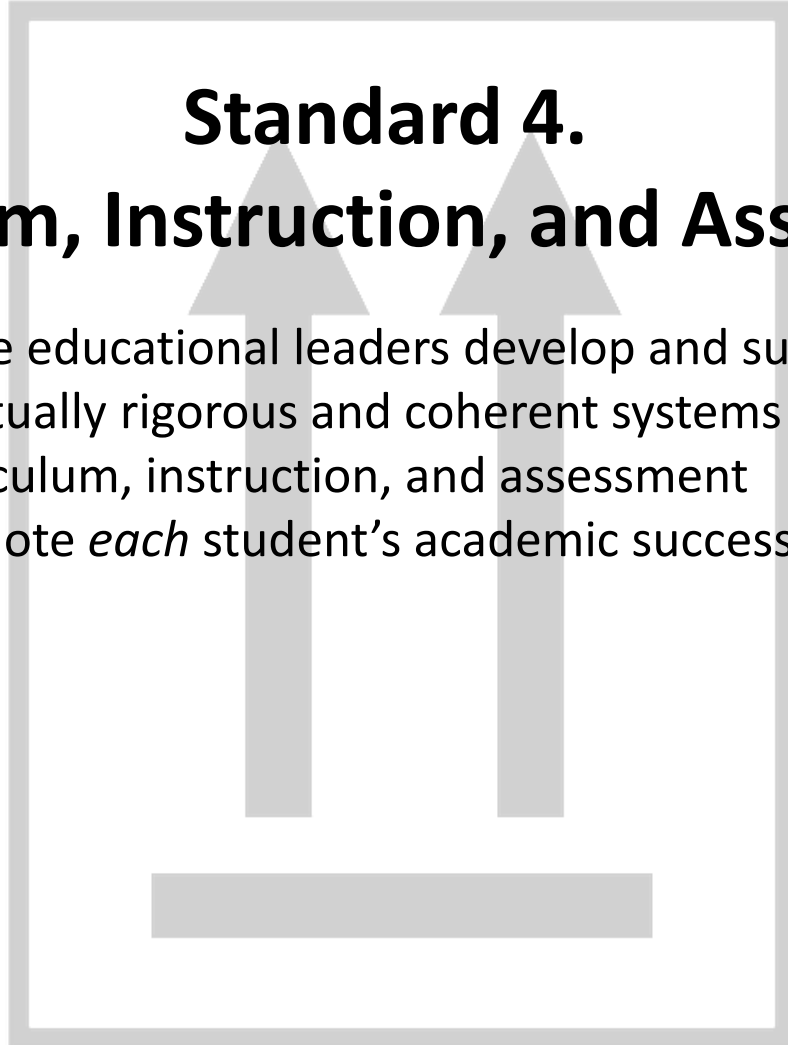
1. Mission, Vision & Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Aligned

Standard 4.

Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.





Elevated

**Standard 1.
Mission, Vision, and Core Values**

**Standard 2
Ethics and Professional Norms**

**Standard 6.
Professional Capacity of School Personnel**

**Standard 7.
Professional Community for Teachers and Staff**

**Standard 8.
Meaningful Engagement of Families and Community**

**Standard 9.
Operations and Management**

A graphic of a spotlight on the left side of the slide, casting a yellow beam of light towards the text. The spotlight is grey and black, and the beam is a bright yellow cone.

Spotlighted

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Develop an educational mission for the school to promote the academic success and well-being of each student. **[PSEL 1a]**



A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student **[MdILF 1.1]**

Model and pursue the school's mission, vision, and core values in all aspects of leadership. **[PSEL 1g]**



Model and pursue the school's mission, vision, and core values in all aspects of leadership. **[ISLLC 11.1; 11.2]**

In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success **[PSEL 1g]**



Regular and effective evaluation of teacher performance based on continuous student progress **[MdILF 4.2,4.4]**

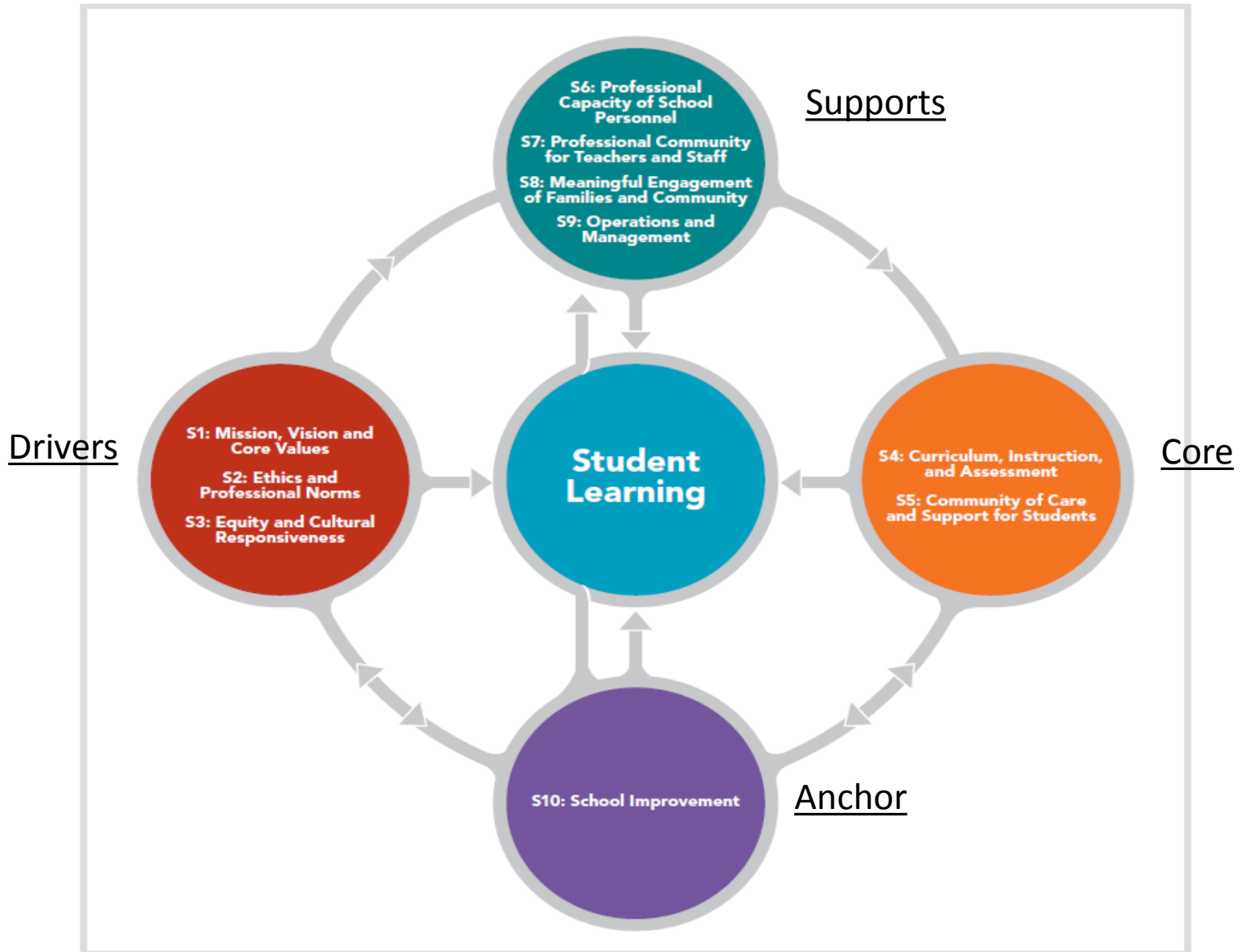


Figure 1: Relationship of School Leadership Work to Student Learning



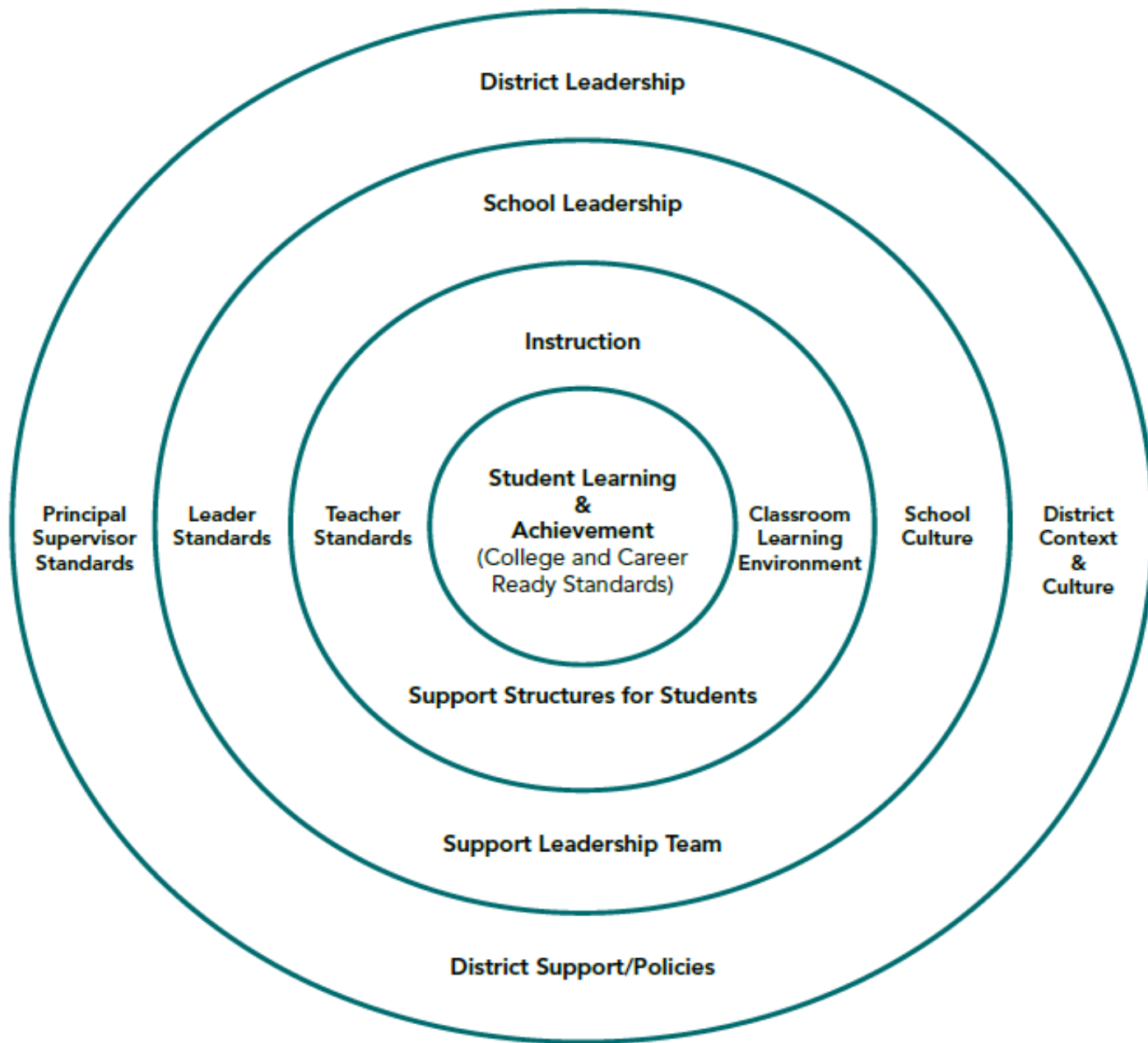
S10:
School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.



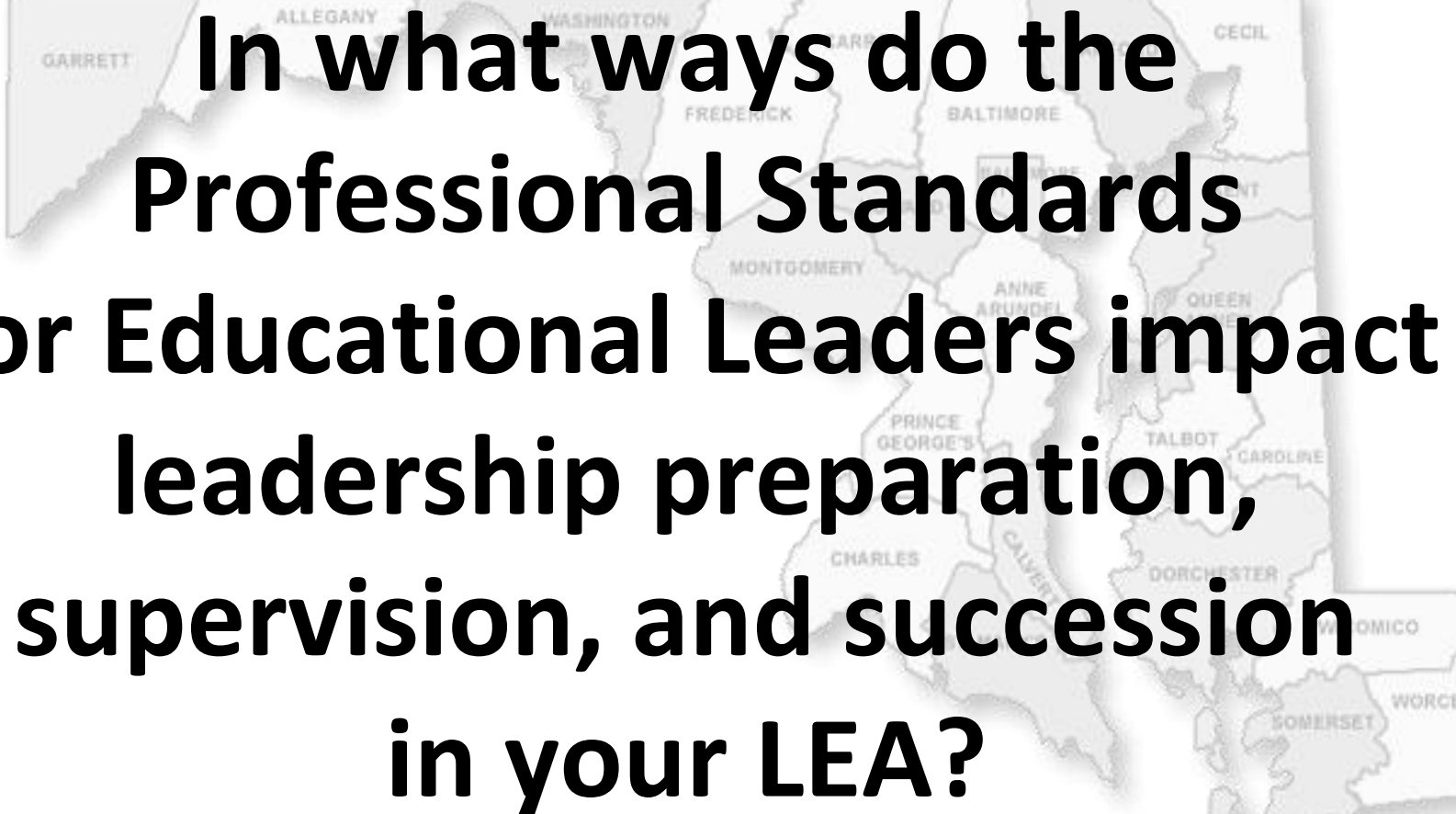
Implications for Practice

- A pivot to professional standards
- A more systemic view of leadership work
- Stronger, clearer emphasis on students and student learning and well-being
- Elevation and elaboration of key areas of leadership work
- *Model Principal Supervisor Professional Standards*





Implications of the PSEL



In what ways do the Professional Standards for Educational Leaders impact leadership preparation, supervision, and succession in your LEA?

PSEL and Principal Evaluations

Cliff Eichel

Director of Accountability

Charles County Public Schools



Professional Learning Needs

1. What are your LEA's needs in terms of leadership development for the 2017-2018 school year?

Consider topics such as:

- TPE
- PSEL
- The role of the Principal Supervisor
- Using teacher leaders in the observation/evaluation process

2. How can the Office of Leadership Development and School Improvement help you in your efforts?

Web Resources

<http://marylandpublicschools.org/about/Pages/OTPE/index.aspx>



ABOUT US

- › Directory
- › MSDE Org Chart (pdf)
- › MSDE Privacy Statement
- › Offices & Divisions
- › School Systems
- › Regulations

Standards

- › Professional Standards for Educational Leaders (PSEL)
- › Model Principal Supervisor Professional Standards 2015

Teacher and Principal Evaluation

- › Policy and Regulations
- › Evaluation Guidance
- › Student Learning objectives (SLO)
- › Evaluation, Ratings, Analysis and Reports

Professional Learning

- › Aspiring Leaders' Institute
- › Promising Principals Academy
- › Teacher Leaders

Office of Leadership Development and School Improvement

The Office of Leadership Development and School Improvement provides leadership, support, and technical assistance to local school systems to improve low-performing schools and foster the growth of effective leaders.

School Improvement:

The Maryland State Department of Education is dedicated to supporting a world-class educational system that prepares all students for college and career success. The Office of Leadership Development and School Improvement was established to provide customized support aimed at raising the quality of education in low-performing schools.

Teacher and Principal Evaluation System:

The teacher and principal evaluation system aims to enhance and support the cadre of educators who make college and career readiness a reality for Maryland students. The Office of Leadership Development and School Improvement provides training, guidance, and support to local school systems in the implementation of fair and valid teacher and principal evaluations.

Effective Leaders:

Effective leaders are essential to school success. The

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Future Meeting Dates

- Please hold the following meeting dates:
 - November 16, 2017
 - May 17, 2018
- Additional meeting information will be sent prior to the meeting date.

Meeting Feedback

Please complete and submit meeting feedback forms.