Office of Leadership Development and School Improvement

Provides leadership, support, and technical assistance to

- improve school performance;
- foster the growth of effective leaders; and
- implement fair and valid educator evaluation systems.

http://www.marylandpublicschools.org/about/Pages/OTPE/index.aspx
Re-Envisioned Approach to School Improvement and Leadership Development

• Building Relationships
  – Collaborate with stakeholders

• Narrowing the Focus
  – Align and concentrate resources

• Differentiating Support
  – Regionalize services

• Building on What Works
  – Capitalize on effective practices
Meeting Outcomes:

- Discuss and review educator effectiveness data.
- Discuss the transition to PSEL.
- Review and provide feedback on PSEL rubric.
- Discuss process to submit locally developed evaluation.
- Discuss upcoming professional learning experiences.
The Many Roles of the Principal

Instructional Leader
Operational Manager
Fiscal Manager
Teacher Evaluator
Community/Family Engager
Climate Creator
Behavior Enforcer
State Principal Evaluation Model

Professional Practice 50%

- Maryland Instructional Leadership Framework
  - Vision
  - Culture
  - Curriculum, Instruction, and Assessment
  - Observation / Evaluation of Teachers
  - Technology and Data
  - Professional Development
  - Stakeholder Engagement

- Interstate School Leaders Licensure Consortium Standards
  - Operations and Budget
  - Communication
  - School Community
  - Integrity, Fairness, and Ethics

Student Growth 50%

- Assessment Informed Growth Measure (informed by local or state assessment)
- Whole School Growth Measure

Ratings: Highly Effective, Effective, or Ineffective
For the Last 3 Years Most Maryland Principals have been Rated Highly Effective or Effective

- 2014: 48.5% Highly Effective, 50.4% Effective, 1.2% Ineffective
- 2015: 49.0% Highly Effective, 48.3% Effective, 2.6% Ineffective
- 2016: 58.2% Highly Effective, 39.6% Effective, 2.2% Ineffective

N=1,112, N=1,101, N=1,302
State Teacher Evaluation Model

Professional Practice 50%
- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibility

Student Growth 50%
- Assessment Informed Growth Measure (informed by local or state assessment)
- Whole School Growth Measure

Ratings: Highly Effective, Effective, or Ineffective
For the Last 3 Years Most Maryland Teachers have been Rated Highly Effective or Effective

2014 N= 43,805
2015 N=56,765
2016 N=56,704

40.8% 35.9% 37.0%
56.4% 61.9% 60.6%
2.8% 2.2% 2.4%
External Organizations Analyzed
Maryland’s Evaluation System

http://www.marylandpublicschools.org/about/Pages/OTPE/EvaluationRatingsAnalysisReports.aspx
Promising Practices in Maryland’s Evaluation System

• Established foundation for educator effectiveness data collection
• Established expectations for evaluations
  – Annual evaluations of principals and non-tenured teachers
• Aligned professional practice to standards
• Collaborated with stakeholders
Exploring Improvements to Maryland’s Evaluation System

- Add “Developing” Tier to Rating System
- Define Highly Effective, Effective, Developing, and Ineffective (Evaluation Rubrics?)
- Conduct Evaluator Training
- Revisit Student Learning Objectives (SLOs)
- Focus Evaluation on Professional Growth
- Review Regulations
- Partner with Institutions of Higher Education
Opportunity to Improve Evaluations with Transition to Professional Standards for Educational Leaders (PSEL)

• Alignment to the PSEL during the 2018-2019 School Year
  – Institutions of higher education align administrator preparation content to the PSEL
  – Local school systems align principal professional practice evaluation to the PSEL

• Guidance resources and professional learning experiences
Meeting Outcomes

- Discuss and review educator effectiveness data.
  - Discuss the transition to PSEL.
- Review and provide feedback on PSEL rubric.
- Discuss process to submit locally developed evaluation.
- Discuss upcoming professional learning experiences.
Figure 1: Relationship of School Leadership Work to Student Learning

- S1: Mission, Vision and Core Values
- S2: Ethics and Professional Norms
- S3: Equity and Cultural Responsiveness
- S4: Curriculum, Instruction, and Assessment
- S5: Community of Care and Support for Students
- S6: Professional Capacity of School Personnel
- S7: Professional Community for Teachers and Staff
- S8: Meaningful Engagement of Families and Community
- S9: Operations and Management
- S10: School Improvement
September

• Invitations sent to superintendents and CEOs in all 24 school systems for representatives to participate in the rubric development work group.

November

• Work group convened for rubric development.
Rubric Development Work Group

• Work group was convened in November
• Work group members
  – 54 participants from 13 school systems and institutions of higher education
  – Assistant Superintendents, Directors, Coordinators, Principals, Assistant Principals, etc.
Rubric Development Process

- Participants in small groups:
  - Reviewed effective category (developed by CTAC)
  - Built the remaining tiers (Ineffective, Developing, and Highly Effective)
  - Reviewed 3 other standards provided feedback

- Online access for two weeks to review and comment on all the standards.
Rubric Development Process

December
• Revision of rubric based upon workgroup discussions and online feedback.

January
• Feedback on rubric from principal supervisors meetings to inform rubric revisions.
Professional Standards for Educational Leaders (PSEL) Rubric

- Defines expectations of highly effective, effective, developing and ineffective leaders.
- Guides ongoing professional learning experiences for principal supervisors and principals.

### Standard 1: Mission, Vision, and Core Values

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Name a/decribe the core values of the organization.</td>
<td>- Define the core values of the organization.</td>
<td>- Emphasize the core values in decision making and daily operations.</td>
<td>- Formalize and communicate the core values consistently.</td>
</tr>
<tr>
<td>- Reflect on experiences to incorporate core values into everyday practices.</td>
<td>- Reflect on experiences to incorporate core values into everyday practices.</td>
<td>- Model behaviors that reflect the core values.</td>
<td>- Lead with integrity and authenticity.</td>
</tr>
<tr>
<td>- Focus on clear, consistent, and communicated core values.</td>
<td>- Focus on clear, consistent, and communicated core values.</td>
<td>- Lead by example and ensure alignment with core values.</td>
<td>- Behaviorally align with core values.</td>
</tr>
</tbody>
</table>

### Standard 2: Ethics and Professional Norms

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lack of ethical decision-making skills.</td>
<td>- Ethical decision-making skills.</td>
<td>- Ethical decision-making skills resulting in positive outcomes.</td>
<td>- Ethical decision-making skills resulting in positive outcomes.</td>
</tr>
<tr>
<td>- Inability to adhere to ethical norms.</td>
<td>- Inability to adhere to ethical norms.</td>
<td>- Inability to adhere to ethical norms.</td>
<td>- Inability to adhere to ethical norms.</td>
</tr>
<tr>
<td>- Ineffective or non-existent ethical norms.</td>
<td>- Ineffective or non-existent ethical norms.</td>
<td>- Ineffective or non-existent ethical norms.</td>
<td>- Ineffective or non-existent ethical norms.</td>
</tr>
<tr>
<td>- Inability to communicate ethical norms.</td>
<td>- Inability to communicate ethical norms.</td>
<td>- Inability to communicate ethical norms.</td>
<td>- Inability to communicate ethical norms.</td>
</tr>
</tbody>
</table>

### Standard 3: Equity and Cultural Responsiveness

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lack of awareness or understanding of cultural differences.</td>
<td>- Understanding of cultural differences.</td>
<td>- Deep understanding of cultural differences resulting in effective practices.</td>
<td>- Deep understanding of cultural differences resulting in effective practices.</td>
</tr>
<tr>
<td>- Inability to communicate cultural differences.</td>
<td>- Inability to communicate cultural differences.</td>
<td>- Inability to communicate cultural differences.</td>
<td>- Inability to communicate cultural differences.</td>
</tr>
<tr>
<td>- Difficulty in advocating for cultural differences.</td>
<td>- Difficulty in advocating for cultural differences.</td>
<td>- Difficulty in advocating for cultural differences.</td>
<td>- Difficulty in advocating for cultural differences.</td>
</tr>
<tr>
<td>- Ineffective or non-existent cultural responsiveness.</td>
<td>- Ineffective or non-existent cultural responsiveness.</td>
<td>- Ineffective or non-existent cultural responsiveness.</td>
<td>- Ineffective or non-existent cultural responsiveness.</td>
</tr>
</tbody>
</table>
Performance Levels

**Highly Effective (reaches effective level and...)**
- Spreads effective practices beyond the school building.
- Stands out as noteworthy with significant results.
- Impacts the school system, state, or others outside the school

**Effective**
- Implements effective practices that translate into improved results for students.
- Produces desired and consistent results in alignment with school system goals.
- Embodies the fullness of the PSEL elements, fosters robust collaboration and data analysis

**Developing**
- Attempts to implement effective practices.
- Makes strides, though not yet making consistent results.
- Includes actions and efforts made towards promising outcomes, though outcomes are not regularly achieved.

**Ineffective (inconsistently...)**
- Aware of effective practices but does not consistently demonstrate evidence of implementation.
- Demonstrates limited, inconsistent leadership practice and needs significant improvement.
- Requires targeted intervention to address key improvement needs.
## Unpacking The Rubric

### Standard 3: Equity and Cultural Responsiveness

<table>
<thead>
<tr>
<th>An Ineffective School Leader...</th>
<th>A Developing School Leader...</th>
<th>An Effective School Leader...</th>
<th>A Highly Effective School Leader...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inconsistently...</td>
<td></td>
<td></td>
<td>...reaches the “effective” level and...</td>
</tr>
<tr>
<td>• Implements equity and cultural responsiveness² initiatives. (h)</td>
<td>• Demonstrates understanding of data related to equity³ such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b)</td>
<td>• Communicates equity³ and cultural responsiveness² as a priority. (h)</td>
<td>• Inform school system or state work on matters related to equity³ and/or cultural responsiveness².</td>
</tr>
<tr>
<td>• Demonstrates understanding of data related to equity³ such as school climate, educator effectiveness, course enrollment, and student achievement. (a, b)</td>
<td>• Uses data to identify achievement gaps among student groups. (c, f)</td>
<td>• Collaboratively establishes specific and measurable goals for equity³ that are informed by data and are in alignment with student needs. (a, b)</td>
<td>• Leads principals or other school leaders through analysis and improvement efforts for equitable practices as it relates to leading, teaching, and student learning.</td>
</tr>
<tr>
<td>• Identifies institutional and school biases. (e)</td>
<td>• Identifies institutional and school biases. (e)</td>
<td>• Collaboratively develops and implements an action plan to address inequities. (a, c)</td>
<td>• Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences.) (c, f)</td>
</tr>
<tr>
<td>• Improves student policies based on his/her own perspective. (d)</td>
<td>• Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)</td>
<td>• Partners with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness² and equitable practices. (c)</td>
<td>• Holds self and staff accountable for engaging in equitable and culturally responsive practices. (a, g)</td>
</tr>
<tr>
<td>• Provides students accommodations and services in accordance with local, state, and federal laws, regulations, or policies. (g, h)</td>
<td></td>
<td>• Aligns and advocates student services to address student needs and promote student academic success and well-being. (c)</td>
<td></td>
</tr>
</tbody>
</table>

²Cultural responsiveness: Refers to a disposition of valuing the cultures and contexts of others as an asset to learning. [Link](https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)

³Equity: All student groups (e.g. race, sexual orientation, learning disability) have full access to educational opportunities. [Link](https://www.ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf)
Meeting Outcomes

- Discuss and review educator effectiveness data.
- Discuss the transition to PSEL.
- **Review and provide feedback on PSEL rubric.**
- Discuss process to submit locally developed evaluation.
- Discuss upcoming professional learning experiences.
Feedback for Standard 3 – Whole Group

- Review the **EFFECTIVE** performance level descriptors for standard 1 (15 minutes at your table).
  - Are the descriptor measurable, understandable and do they reflect your definition of an effective school principal?
  - Task 1 - Green Dots for consensus
  - Task 2 - Orange Post-it – This needs to be changed and provide suggestion on the post-it(s)

- Review ineffective, developing, and highly effective using same process

- Extension (if time permits) – Blue post-it for suggested evidence.

- Select a team member to report out.
Providing Feedback on the Draft Rubric

(15 minutes)
• Review the **EFFECTIVE** performance level descriptors for the standard
  – Task 1 - Green Dots for consensus
  – Task 2 - Orange Post-it – This needs to be changed and provide suggestion on the post-it(s)
• Review ineffective, developing, and highly effective using same process
• Extension (if time permits) – Blue post-it for suggested evidence.
Providing Feedback on the Draft Rubric

(10 Minutes)
Read the standard

• Review effective performance level
  – Task 1 - Green Dots for consensus
  – Task 2 - Orange Post-it – This needs to be changed and provide suggestion on the post-it(s)

• Review ineffective, developing, and highly effective using same process.

• Extension (if time permits) – review blue post-its and provide additional evidence ideas for suggested evidence
Gallery Walk

• Move to and read the next standard
• 5 minutes at each station to review the rubric, comments, and give feedback.
  ✓ Consensus
  ✓ Changes/Suggestions
Rubric Development and Training

February
- Revise rubric based on feedback from January regional meetings
- Solicit public feedback (this includes professional organizations) on draft rubric

March
- Finalize rubric and make available publically
- Finalize guidance documents

April - August
- Conduct professional learning experiences on PSEL, rubric and use of the tools for effective evaluation of principals
Meeting Outcomes

- Discuss and review educator effectiveness data.
- Discuss the transition to PSEL.
- Review and provide feedback on PSEL rubric.
- Discuss process to submit locally developed evaluation.
- Discuss upcoming professional learning experiences.
Submission of School System’s Principal Evaluation Model

If using the State default model:  
Letter signed by **superintendent or CEO** stating the school system will use state default model.

<table>
<thead>
<tr>
<th>If using the State default model:</th>
<th>Locally developed model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter signed by <strong>superintendent or CEO</strong> stating the school system will use state default model.</td>
<td>Letter signed by <strong>superintendent or CEO</strong> and <strong>exclusive employee representative organization</strong> stating that the school system will use a locally developed model in alignment with COMAR.</td>
</tr>
</tbody>
</table>

**Timeline** for the evaluation process

<table>
<thead>
<tr>
<th><strong>Timeline</strong> for the evaluation process</th>
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Evaluation resources *if different than default state resources* (orientation sign off, observation forms, conference forms, and evaluation rubric)

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**Cross walk form** to show alignment to PSEL

- **Submission to MSDE for approval by August 2018**
- **Feedback from MSDE September 2018**
Meeting Outcomes

- Discuss and review educator effectiveness data.
- Discuss the transition to PSEL.
- Review and provide feedback on PSEL rubric.
- Discuss process to submit locally developed evaluation.
- Discuss upcoming professional learning experiences.
# Principal Supervisor Workshops

- Evaluator Training on the PSEL Rubric
- Building Capacity for Rubric Implementation

<table>
<thead>
<tr>
<th>Professional Learning Experience</th>
<th>Registration Opens</th>
<th>Target Audience</th>
<th>When</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Training Workshops</td>
<td>March</td>
<td>Principal Supervisors</td>
<td>Late Spring 2018</td>
<td>1 day</td>
</tr>
</tbody>
</table>
Principal and Assistant Principal Workshops

• Unpacking the PSEL (1/2 day)

• Focusing on Teacher Evaluation (1 1/2 days)
  – Learning Walks; Establishing Look For; Student Work
  – Classroom Observations; Writing the Evaluation Report
  – Actionable Feedback
  – Aligning SLOs
  – Interrater Reliability

• Building Capacity for Culturally Responsive Leadership (1/2 day)
Year Long Academies

• **Promising Principals Academy**
  – Teacher evaluation (actionable feedback, SLOs, etc.), budget management, data-informed decisions, change management, media training, interview preparation, etc.
  – Other topics?

• **Turnaround Leadership Academy**
  – Builds capacity of leadership teams to improve low-performing schools.
  – Focus on Four Domains for Rapid School Improvement
    • Turnaround Leadership
    • Talent Development
    • Instructional Transformation
    • Culture Shift
# Logistics

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Evaluator Training Workshops</td>
<td>March</td>
<td>Principal Supervisor</td>
<td>Late Spring 2018</td>
<td>1 day</td>
</tr>
<tr>
<td>Regional Principal/Assistant Principal Workshop Series</td>
<td>March</td>
<td>Principals and Assistant Principals</td>
<td>Summer 2018</td>
<td>2 day</td>
</tr>
<tr>
<td>Promising Principals Academy</td>
<td>March - Superintendent recommendation</td>
<td>Assistant Principals*</td>
<td>Late summer 2018</td>
<td>Year long (2018-19)</td>
</tr>
<tr>
<td>Turnaround Leadership Academy</td>
<td>March - Comprehensive Support and Improvement identified by MSDE</td>
<td>Leadership Teams from Comprehensive Support and Improvement (CSI) Schools*</td>
<td>Late Summer 2018</td>
<td>Year long (2018-19)</td>
</tr>
</tbody>
</table>

* By invitation
Closing Remarks and Feedback Survey

We’re Listening

THANK YOU
Tiara Booker-Dwyer, Director

tiara.booker-dwyer@maryland.gov
410-767-3676

Office of Leadership Development
and School Improvement