



PE
Webinar VII
04/24/2016



THE SUMMATIVE EVALUATION COMBINING PROFESSIONAL PRACTICE AND STUDENT GROWTH



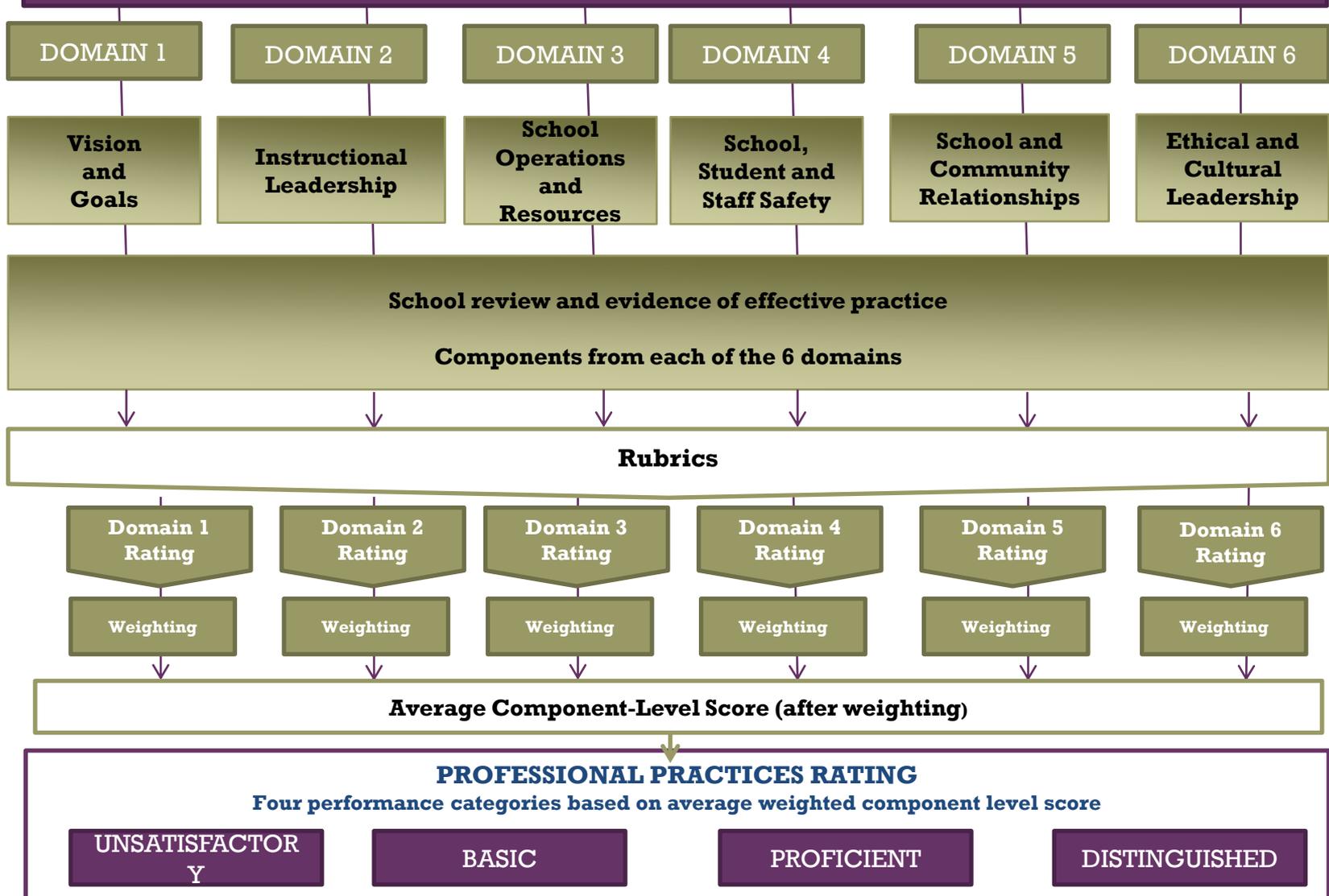
**SOUTH DAKOTA
PRINCIPAL
EFFECTIVENESS MODEL**

**Improving Instruction
and
Student Learning**



**PART ONE
THE PROFESSIONAL PRACTICE DETERMINATION**

SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS DETERMINING A PROFESSIONAL PRACTICE RATING



USING STANDARDS-BASED RUBRICS

<p>Component 2.2 – Involvement in Curriculum, Instruction, and Assessment. <i>An effective principal/assistant principal leads and supports staff in acquiring, planning, and implementing research-based instructional strategies and technologies that advance the school’s vision and goals and meet the diverse needs of all students.</i></p>			
Unsatisfactory	Basic	Proficient	Distinguished
<p><i>Principal does not meet the performance domain. Evaluator narrative is required.</i></p>	<p><i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i></p>	<p><i>Principal meets performance domain.</i></p>	<p><i>Principal exceeds performance domain.</i></p>
<p>Narrative:</p>	<p>🍏 The principal, teachers, and/or students establish rigorous measureable goals for improving the learning of every student.</p>	<p>🍏 The principal systematically monitors the progress of student learning using data to include formative and common assessments.</p>	<p>and... 🍏 The principal leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities.</p>

Component

Rating

Descriptor

READING AND SCORING THE RUBRIC

Component 2.2 – Involvement in Curriculum, Instruction and Assessment. *The principal/assistant principal leads and supports staff in acquiring, planning and implementing research-based instructional strategies that advance the school’s vision and goals and meet the diverse needs of all students.*

Unsatisfactory	Basic	Proficient	Distinguished
<p><i>Principal does not meet the performance standard. Evaluator narrative is required.</i></p>	<p><i>Principal does not meet the performance standard but is demonstrating progress toward meeting standard.</i></p>	<p><i>Principal meets performance standard.</i></p>	<p><i>Principal exceeds state standard.</i></p>
<p>Narrative:</p>	<p>✓ Establishes rigorous but measurable goals for improving the learning of every student.</p> <p>🍏 Actively involved in the implementation of a research-based instructional model.</p> <p>✓ Utilizes existing structures within the school to provide planning time and professional development on the implementation of best-practice curriculum design, instruction, and assessment development (CIA).</p> <p>✓ Develops a master schedule that includes appropriate time for teacher planning and professional development.</p>	<p>and...</p> <p>✓ Systematically monitors the progress of student learning using data, including; formative and common assessments.</p> <p>🍏 Monitors and evaluates the fidelity of implementing research-based instructional strategies through clearly defined protocols for collecting, analyzing and reporting data.</p> <p>✓ Develops and executes a specific and targeted plan for CIA professional development for instructional staff informed by teacher evaluation, student achievement and other applicable data sources.</p>	<p>and...</p> <p>🍏 Leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities.</p> <p>🍏 Adds value to the district by exemplifying continued professional growth and collaborating with colleagues by sharing work that yields high measures of teacher and student productivity.</p>

SCORING COMPONENT LEVEL PERFORMANCE AND DETERMINING DOMAIN LEVEL PERFORMANCE RATINGS

DOMAIN 1: VISION AND GOALS						
	Unsatisfactory	Basic	Proficient	Distinguished		Points
	(1 point)	(2 points)	(3 points)	(4 points)		
1.1: Shared Vision for School and Student Success			✓			3
1.2: Reviewing and Monitoring for School Improvement				✓		4
Total Points						7
2 points = Unsatisfactory; 3-4 points = Basic 5-6 points = Proficient; 7-8 points = Distinguished			DOMAIN 1 PERFORMANCE DISTINGUISHED			

APPLYING WEIGHTS TO DOMAIN RATINGS

Domain	Weight
Domain 1. Vision, Mission and Goals	10
Domain 2. Instructional Leadership	30
Domain 3. School Operations and Resources	10
Domain 4. School, Student and Staff Safety	20
Domain 5. School and Community Relationships	20
Domain 6. Ethical and Cultural Leadership	10
TOTAL	100%

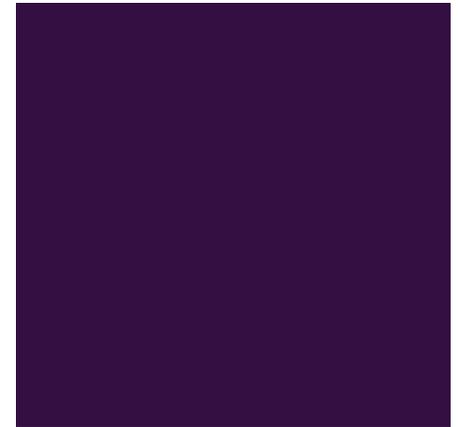
ASSIGNING AN OVERALL PROFESSIONAL PRACTICE RATING

Calculating a Final Professional Practices Rating						
	Unsatisfactory	Basic	Proficient	Distinguished	Weight	Points
	(1 point)	(2 points)	(3 points)	(4 points)		
Domain 1: Vision and Goals				✓	10%	0.4
Domain 2: Instructional Leadership			✓		30%	0.9
Domain 3: School Operations and Resources		✓			10%	0.2
Domain 4: School, Student, and Staff Safety		✓			20%	0.4
Domain 5: School and Community Relationships			✓		20%	0.6
Domain 6: Ethical and Cultural Leadership			✓		10%	0.3
Total Points						2.8
0-1.49 points = Unsatisfactory; 1.5-2.49 points = Basic 2.5-3.49 points = Proficient; 3.5-4.0 points = Distinguished				FINAL RATING PROFICIENT		



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**PART TWO
THE SCHOOL GROWTH DETERMINATION**

EVALUATION OF SCHOOL GROWTH

A rating of Low, Expected, or High is calculated by combining and weighting results from the primary measure (SLOs) and the secondary measure (AMOs or SPI).

**SLO's and/or
Other District
Decided
Measure
75%**

Scoring a principal's SLO measure is based on the percentage of teachers earning expected or high growth as documented in SLOs.

**AMOs or SPI
25%**

Scoring a principal's AMO or SPI measure is based on the extent to which the goals established with the superintendent have been met.

<http://doe.sd.gov/accountability/spi.aspx>

<https://doe.sd.gov/accountability/amo.aspx>

RECOMMENDED GROWTH MEASURE STUDENT LEARNING OBJECTIVES (SLOs)

PERFORMANCE CATEGORY	DESCRIPTION
Low Growth	Less than 80% of teachers attained expected student growth on SLOs.
Expected Growth	80% to 90% of teachers attained expected student growth on SLOs.
High Growth	91% to 100% of teachers attained expected growth on SLOs.

RECOMMENDED GROWTH MEASURE SPI AND AMO

PERFORMANCE CATEGORY	DESCRIPTION
Low Growth	A school did not meet either AMO or SPI target.
Expected Growth	A school met either one or both of AMO or SPI targets.
High Growth	A school met and significantly exceeded the AMO or SPI targets.

CALCULATING A FINAL SCHOOL GROWTH RATING

	Low	Expected	High	Weight	Points
	(1 points)	(2 points)	(3 points)		
SLO Growth Score			✓	75%	2.25
AMO and/or SPI Growth Score		✓		25%	.5
Other District Measures				*decided at district level	
Total Points				Weights should total 100%	2.75
1-1.49 = Low 1.5-2.49 = Expected 2.5-3.0 = High Principal Effectiveness Handbook pp. 27				FINAL RATING HIGH	



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**PART THREE
SUMMATIVE DETERMINATION**

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH	HIGH				
	EXPECTED				
	LOW				

SUMMATIVE PRINCIPAL EFFECTIVENESS RATING CATEGORIES

BELOW
EXPECTATION

MEETS
EXPECTATION

EXCEEDS
EXPECTATION

SUMMATIVE SCORING MATRIX

PROFESSIONAL PRACTICE RATING

		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH	HIGH				
	EXPECTED				
	LOW				

SUMMATIVE PRINCIPAL EFFECTIVENESS RATING CATEGORIES

BELOW
EXPECTATIONS

MEETS
EXPECTATIONS

EXCEEDS
EXPECTATIONS

JUDGMENT



RATING SUBJECT
TO REVIEW



PRINCIPAL EFFECTIVENESS TOOLS



<http://doe.sd.gov/secretary/PE.aspx>