

# A Principal's Perspective



Lisa Holland  
Bisbee High School  
Bisbee, Arizona

# Presentation Overview



- ❧ System
- ❧ Principal's Roles
- ❧ Training & Qualification
- ❧ Schedule
- ❧ Pros & Cons
- ❧ Comparison
- ❧ Q & A
- ❧ Resources

# System



☞ Arizona Framework for Measuring  
Teacher/Principal Effectiveness

☞ ADE Teacher/Principal Evaluation Process (Pilot)

# Principal's Roles



- ❧ **Qualified Evaluator** (Leadership)
- ❧ **Classroom Coach** (Instructional Practice/Motivation & Engagement Strategies/Student-Adult Connections)
- ❧ **Site Liaison** (Faculty-Organization Connections)

# Training & Qualification



☞ 40 hours

☞ Danielson Group

☞ Teachscape

☞ ADE

☞ Required to pass two exams

# Schedule



- ❧ Two observation cycles
  - ❧ Fall
  - ❧ Spring
- ❧ Pre-observation (1 hour/cycle)
- ❧ Formal Observation (1 hour/cycle)
- ❧ Post-observation (1 hour/cycle)
- ❧ Informal Observations (10 minutes/faculty/cycle)
- ❧ Behind-the-scenes work (aprox. 30 minutes/faculty/cycle)

(My schedule: 22 faculty = 75 hours aprox./cycle x 2 = 150 hours aprox.)

# Pros



- ❧ **PD for evaluators** (ADE , Danielson Group, & Teachscape)
- ❧ **Support from ADE** (Dr. Karen Butterfield, Todd Peterson, Steve Larson, Virginia Stodola, Eric Brooks, Carrie Giovannone, & YaTing Tang)
- ❧ **Uniformed system & common language**
- ❧ **Compliant system** (ARS 15-203 (A) (38)-Framework, HB 2823-Teacher evaluation criteria, HB 2500, and endorsed by ADE)
- ❧ **Electronic system** (Teachscape)
- ❧ **Provides us with key pieces of data for problem solving cycles** (Student Learning, Perceptual, Demographic, and Processes)
- ❧ **Effect on teachers' professional practice & perception of their work**
- ❧ **Development of professional portfolios**

# Cons



- ⌘ **Time** (demands on evaluators & faculty)
- ⌘ **Timeline** (pilot)
- ⌘ **Technology glitches** (external & internal)
- ⌘ **Scoring** (student learning & perceptual data)
- ⌘ **PD for faculty**
- ⌘ **Teachers' and principals' perception of system's accuracy and fairness**



# The Pilot Program Compared to the Arizona Framework?



## Similarities

- Group A & B
- Performance Classifications (Highly Effective, Effective, Developing, and Ineffective)
- Evaluation instruments in terms of data
- Weighting (33% Classroom Level, 15% School Level, & 50% Performance)

## Differences

- Gathering of perceptual data
- Calculation systems (formulas)
- SLOs & Targeted SLOs

Q&A

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# Resources



- ☞ Arizona Department of Education [www.azed.gov](http://www.azed.gov)
- ☞ Danielson Group [www.danielsongroup.orgg](http://www.danielsongroup.orgg)
- ☞ Teachscape [www.teachscape.com](http://www.teachscape.com)
- ☞ Victoria L. Bernhardt, Director Education for the Future [eff.csuchico.edu](http://eff.csuchico.edu)
- ☞ Lisa Holland, Principal Bisbee High School  
[lholland@busd.k12.az.us](mailto:lholland@busd.k12.az.us)

# Notes:

