Looking Back to Move Forward

July
- Introduction to Leadership Coaching
- Identifying Your Leadership styles
- Identifying Core Beliefs and Values
- Community Engagement
- Data informed decision making
- Change Management

August

September
- Looking at data analysis through an equity lens
- Equity and cultural responsiveness
- Equitable Leadership practices

October

November
- Cover letter and Resume
- Non verbal and verbal strategies for successful interview techniques
- Mock Interview
- Interview Follow up
- Revisions to resume and cover letter.

December
Drivers
PSEL 1, 2, and 3

Supports
PSEL 6, 7, 8, 9

January and February Effective Instruction

Supports
PSEL 6, 7, 8, 9

Anchor
PSEL 10

Cultivating leadership
Improving instruction
Creating a climate
Shaping a vision

Adapted from: The School Principal as Leader. Wallace Foundation. January 2013
Session Outcomes

By the end of this session, participants will have:

• Discussed the key components of the Maryland Report Card.
• Defined effective instructional practice including the observation and evaluation cycle; and
• Calibrated expectations for effective instructional practice utilizing an observation tool; and
• Practiced a process for collecting unbiased evidence linked to student outcomes; and
• Utilized a feedback protocol to conduct courageous conversations focused on improved teacher practice and student learning.
What can a Principal Control?

- Pair up or form groups of 3
- Materials

Move the single sheets of paper into the area you feel the principal directly controls and those that the principal indirectly controls.
Direct and Indirect Influence of Principals on Student Learning

- Direct Practice
- District and Community Contexts
- Teacher Quality
- Instructional Quality
- Student Achievement

- Indirect
- School Conditions
- Modified from Center on Great Teachers and Leaders
For the Last 3 Years, Most Maryland Teachers were Rated as Highly Effective or Effective

School Year 2017-2018
n= 57,302

- Highly Effective: 57%
- Effective: 39%
- Developing: 2%
- Ineffective: 1%

School Year 2016-2017
n= 56,704

- Highly Effective: 60%
- Effective: 37%
- Developing: 2%
- Ineffective: 1%

School Year 2015-2016
n= 56,765

- Highly Effective: 62%
- Effective: 36%
- Developing: 2%
- Ineffective: 1%
School Systems range from reporting 90% Highly Effective Teachers to 0% Highly Effective Teachers.
2018 Percent of Students Performance Level 4 or Higher, and change from previous year, by LEA MAT 3-8

Carroll County 55.3 ↔
Worcester County 51.3 ↑ (+2.7)
Calvert County 50.0 ↑ (+4.7)
Queen Anne's County 49.3 ↑ (+2.5)
Howard County 48.9 ↔
Frederick County 48.1 ↑ (+0.9)
Montgomery County 44.2 ↑ (+1.1)
Saint Mary's County 41.5 ↔
Harford County 40.5 ↔
 Allegany County 39.4 ↑ (+4.4)
Anne Arundel County 38.2 ↑ (+1.1)
Caroline County 36.9 ↔
Washington County 34.6 ↑ (+7.5)
State 34.1 ↑ (+1.0)
Cecil County 33.8 ↔
Wicomico County 33.6 ↔
Talbot County 32.6 ↔
Garrett County 30.5 ↔
Baltimore County 30.5 ↔
Charles County 30.3 ↔
Kent County 25.4 ↔
Dorchester County 23.4 ↔
Somerset County 20.6 ↔
Prince George's County 17.3 ↔
Baltimore City 14.2 ↑ (+1.7)

Up or down arrow indicates significant change from 2017 (p < 0.05). Left/right arrow indicates no significant change.
Percent of Students at Performance Level 4 or Higher by Race/Ethnicity, 2015-2018, ELA 3-8

- All Students
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino of any race
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

Black/White 2018 gap: 30.0
Black/White 2015 gap: 29.7
Supporting Effective Teacher Instructional Practice

Depends on:

- Frequent focused administrative visits with immediate actionable feedback
- Follow-up to ensure the feedback given is implemented (Inspect what you expect)
- Identify other teacher models (or model yourself) of effective teaching practices
- Ensure collaborative planning time is used efficiently:
  - Focused on Content
  - Uses a data improvement cycle
Reflection activity

1. As a principal what will you change or continue in your teacher evaluation practice?

2. What supports or resources do you need from your leadership coach?
PSEL Webinar Premiere
Next Steps

State Convening – Promising Principals’ Academy
March 28, 2019 (9 a.m. – 3 p.m.)
Location: Carver Staff Development Center, 2671 Carver Road, Gambrills, MD 21054

• Leadership Coach will meet with you 1 time in February to discuss the evaluation
• Hold future state convenings on your calendar.

Thank you for participating today.
We look forward to seeing you in January!
We are here to Support!

“There are no good schools without good principals.
It just doesn’t exist.
And where you have good principals, great teachers come, and they stay, they work hard, and they grow.
— Arne Duncan, U.S. Secretary of Education

GREAT LEADERS DON’T SET OUT TO BE A LEADER... THEY SET OUT TO MAKE A DIFFERENCE. ITS NEVER ABOUT THE ROLE-ALWAYS ABOUT THE GOAL.

Access Office Resources and Presentations on the Maryland Resource Hub (www.marylandresourcehub.com)

Keeping together is progress.
Working together... is success.

~Henry Ford
Feedback Forms

- Complete feedback survey

Your Feedback is Important
Contact Us With Any Questions
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