

# Supervision and Evaluation of Principals

**Presented by Kim Marshall**

## **Brief Description:**

- This will provide an overview of the context of the principal/superintendent relationship.
- Five key factors in effective supervision and evaluation of principals: a manageable span of control; deciding of “big rocks” with each principal; frequent school visits; documentation of formative feedback; and surveys of teachers, parents, and students
- An introduction to and discussion of the Marshall principal evaluation rubrics
- Small-group work deconstructing each of the six rubric pages and reporting out
- Eleven key leverage points for superintendents:
  - Getting principals into classrooms
  - Developing principals’ instructional “eye”
  - Developing principals judgment on what’s most important in each classroom visit
  - Supporting effective note-taking strategies
  - Developing principals skills at face-to-face feedback to teachers
  - Enhancing principals courage
  - Monitoring teacher teams doing unit planning, PLC analysis of interim assessments
  - Monitoring good written feedback of classroom observations
  - Exploring student surveys of teachers
  - Ensuring effective use of teacher-evaluation rubrics
  - Judicious use of student-achievement data for teacher evaluation
  - Effective time management