

# Evaluation Design to Inform Quality and Growth of Leaders as Learners

William Paterson University - Paterson Public Schools - LDPlatt Strategies - Leadership Matters, LLC.

2013 SLP Grantee

# Leaders as Learners Overview

## Team

- WPU
  - Project Director, Project Coordinator, Program Assistant
  - Leaders in Residence
  - Field Advisors
  - External Evaluator
  - Consultant for Professional Learning

# Leaders as Learners Overview

## Team

- Paterson Public Schools
  - Primary District Liaison
  - Executive Directors for Principal Coaching and Evaluation
  - Unit Superintendents
  - Principals and Teachers
  - NJ Regional Achievement Center Staff
  - Community

# Leaders as Learners Overview

- Paterson Public Schools
  - 29,400 students (Third largest in New Jersey)
  - High Needs district, District Factor Group A (lowest of 8 socioeconomic groups)
  - Former Abbott District, now SDA District
  - Full State Intervention for 25 years, now local control of Personnel and Finance
  - Previously 92+% free and reduced lunch, now 100% CEP
  - 62 percent are Hispanic; 28 percent African American

# Leaders as Learners Overview

## Leaders as Learners (LAL)

### In-service

Leaders in Residence (LIR)  
(Assigned to 12 PDS school administrators)

Leaders as Learners Institute Cycle of Five Cohorts of School Administrators @ 15 per year

Summer Institute  
July  
2 days

Prof. Dev.  
2online and 3 in-person sessions  
September-June

### Pre-service

Leadership M.Ed./SCPR Cohorts  
(2014 - 20 candidates,  
2015 - 10 candidates,  
2016 - 10 candidates)

# Leaders as Learners Overview

## In-Service

- Leaders as Learners Institute
  - Goal 75 Paterson Principals
  - One Year program
  - Cohort model (15, 15, 15, 15, 15)
  - 5 Full Day Workshops
  - 2 Virtual workshops
- Leader-in-Residence
  - Site-based *critical friend*
  - 1 day per week

## Pre-Service

- Two Year scholarship program
  - Master's degree
  - Principal & supervisory endorsement
  - Goal 40 Paterson Teachers
  - Cohort model (20, 10 ,10)
  - Site-based mentor
  - Promissory note to stay in district

# Evaluation Design and Data- Overview

## In-Service

- In-service
  - Principal Evaluations
  - Retrospective Pre/Post Survey - End of year
  - Focus Groups

## Pre-Service

- Pre-service
  - Target Success
  - Yearly Self Assessment Survey
  - Fidelity Measures

# Evaluation Design and Data- Overview

- In-service

- Principal Evaluations
  - Cumulative Score
  - Culture and Climate Score (Professional Responsibilities & Effective Management)
- Retrospective Pre/Post Survey - End of year
- Focus Groups
  - Principals
  - LIRs



# Evaluation Design and Data

- In-service

- Principal Evaluations

- Cumulative Score

- Culture and Climate Score (Professional Responsibilities & Effective Management)

# Evaluation Design and Data

- In-service
  - Retrospective Pre/Post Survey - End of year

I understand the continuum of control and what is required to move from being a teacher evaluator to a more reflective coach.		I have collaborated with colleagues in a way that has pushed me to be a more thoughtful leader.		I have a sustainable vision that will allow me to create a school culture in which change is possible.		I understand my leadership style and the complexity of skills and strategies required to create a culture in which highly effective teams can collaborate and succeed.		I think of teacher evaluation as a growth-centered process driven by a belief in mutual accountability, responsibility, collaboration, and empowerment.		I am able to use reflective dialogues with evidence-based question during my post-observation conversations that provide feedback and encouragement.		I consider myself a reflective practitioner.	
Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
3.091	4.727	3.455	4.727	3.454	4.454	3.545	4.818	3.545	4.818	2.818	4.545	3.545	4.636
Gain Score 1.636		Gain Score 1.272		Gain Score 1.000		Gain Score 1.272		Gain Score 1.272		Gain Score 1.727		Gain Score 1.090	

N = 11      Key: 1 = none at all    2 = a little    3 = some    4 = to a large degree    5 = total

# Evaluation Design and Data

- In-service
  - Focus Groups
    - Principals
    - LIRs

# Evaluation Design and Data

- Pre-service
  - Target Success
  - Yearly Self Assessment Survey
  - Fidelity Measures

# Evaluation Design and Data

- Pre-service
  - Target Success

Paired Samples Test							
		Paired Differences			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre_test - Post_test	-5.27273	16.13128	4.86376	-1.084	10	.304

# What Matters - Analysis and Interpretation In-Service

- Administrative Support - District Point Person
- LIRs stay at same school site for duration of project
  - Able to build trust
  - True critical friend

# What Matters - Analysis and Interpretation

## Pre-Service

- Size of Cohort Matters
  - Broke 20 in Pre-service Cohort 2 into 10 Cohort 2a and 10 Cohort 2b
- Homogeneity Cohort Matters
  - Cliques and conversation
- Perceptions Matter
  - Scholarship v. non-scholarship - perceived inequities related to support and benefits
  - Scholarship v. scholarship - value v. non value

# What Matters - Analysis and Interpretation Pre-Service

- Cohort Model Matters
- Quality and Availability of Mentors Matters
- Participation of Mentors in In-service PL is Related to Higher Satisfaction of Pre-service Candidates



# Contact Information

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