

## Marshall Principal Evaluation Comments

### **26. If more professional development is offered on principal evaluation, what is an area that you would be interested in?**

#### Principals

- Effectively using the evaluation system with teachers. Leading PLCs. MTSS training and Explicit instruction.
- Finding ways to show staff what 4's look like visually on the Marshall Model.
- giving quality feedback
- I would be interested in the process of giving teachers feedback to promote growth.
- No comment.
- School Climate, Team-Building with Difficult Staff,
- Support for Superintendents on how to make the learning meaningful and stay connected to the work happening in the building
- This was devastating for me to have my supervisor rate me at all 2's! I work way harder than what my evaluation indicates. This is the first negative evaluation I have had in all my years of working in my position.
- What are best practices in principal evaluation.

#### Superintendents

- A better way to keep track of the principal's effectiveness than checking off 7 pages of standards twice a year. In other words, an electronic means on Marshall Model to jot notes, check standards, etc. every time I meet with the principal on school matters.
- electronic use
- How to watch what principals are doing as their days are busy, fragmented, and often disrupted.
- I would like to have some "round-robins" on the difficulties faced with implementing these supervision models. Especially for small schools.
- Placing the North Dakota Assessments in with the evaluation instrument
- Self evaluation process, goal setting, and portfolio tracking
- Setting goals with the principal

### **27. How has the evaluation process helped you grown as a professional?**

#### Principals

- Allowed me to set goals and helped me to create a strategic plan for my school.
- I can not attribute my growth to the Marzano model. I am very goal driven and want to grow. I drove my own goals and held myself accountable
- I like the ten minute walk throughs of which I do many.
- I really enjoy the opportunity to visit with teachers during their evaluations and really set up plans for improvement and personal growth.
- Insight to teaching styles
- it brings to mind specific things I should focus on
- It has made me get in to the classroom more frequently to get a real feel for what is happening and seeing the way teachers do things differently and how that can translate into other classrooms.
- Made us more aware of data usage.
- No comment.
- NO! It was a total set back!!! It was a very negative experience. I found my evaluation sitting on my chair in my office on March 15 about 2:30. No explanation no nothing. I almost fell off my chair when I looked at it. All 2's except for one 3! I work way too hard to get ratings like that.
- The more you evaluate the more you begin to see what work and what others can do to become better.
- The reflection aspect of the evaluation helps immensely--I am able to see areas where I need growth.

### Superintendents

- Collaboration is the key element to any evaluation process. When we have guided conversations about the expectations that people have for us, good things happen.
- I am aware of what a principal should be doing and what they are actually doing
- I like the open dialogue and feedback sessions.
- It has made me more accountable for awareness of what is happening in the various district buildings.
- Its made me think more about my skill levels and about setting yearly goals and evaluating myself as to where I am on those goals.
- The evaluation process focuses my attention on certain aspects of administrative responsibilities.
- The process has kept me prepared to evaluate my principals in accordance with the domains and standards of the Marshall Model.
- Yes, it makes you more aware of the necessary steps to be taken for instruction.

**28. What areas do you believe should be changed or improved to help you grow more?**

## Principals

- Face to face communication
- I feel I create great educational fun memories for staff and students. We have a great learning atmosphere for our elementary.
- It needs to be less time consuming
- learning how to develop teachers to grow and be better in their profession
- Monthly meetings with high school administration. A district strategic plan.
- My superintendent suggested not doing all the Marshall domains every year so for the first time this year I did half, some selected by me, some by the teacher.
- No comment.
- Some of the items on the rubric are things I wouldn't see in classroom observations, so I would like some ideas on ways to gather evidence to make an accurate rating on the model.
- Technology, Delegation of Duties, Organization
- The Marshall evaluation is pretty deep. Also 4's in some areas are looked at as impossible. There is no way any teacher should get all 4's. Not enough time in the day.

## Superintendent

- Be better acquainted all the standards and the 10 items per standard
- I don't think any areas need to be changed.
- Less Standards and benchmarks so have more time to devote to the evaluation process.
- Look at less standards for the principal to implement
- N/A
- NA
- The most difficult challenge is finding adequate time to consistently stay on schedule and follow-up on matters of discussion.

## **29. Any other comments on something not covered in the survey? (Positive or Concerns)**

### Principals

- Advice on how to get useful feedback from instructors or other stakeholders would be appreciated
- As I stated in #27 I found it hard the old way of setting aside 45 - 50 minutes several times a year to evaluate. Ten minutes walk throughs can happen easily a lot.
- nice job...thanks
- Not impressed with the authority this process this gives a weak administrator. NOT GOOD - DEVASTATING to say the least!!!
- Not observed, so hard to comment on ways to improve.

- This process is much better than what was done in my early years of teaching and I hope to grow with the model to help my teachers get better.

### Superintendent

- None
- The Marshall principal and teacher evaluation is way too cumbersome and some components do not relate to a small school setting. I would like to eliminate some of the indicators and modify others to fit our needs.
- The principal mentoring program is still a mystery to me as to what exactly I should have been doing and how I would know exactly how effective it was for the principal, versus the principal just telling me that "it was great." How do I know what the benchmark was to determine that it was great?
- WE are still trying to find a Principal Evaluation model that "fits" our school