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Designing Principal Evaluation Systems

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Overview

Question for webinar participants:

Where are you in the evaluation redesign process?

1. Considering
2. Formed a committee
3. Initial design
4. Piloting
5. At scale
6. Redesigning

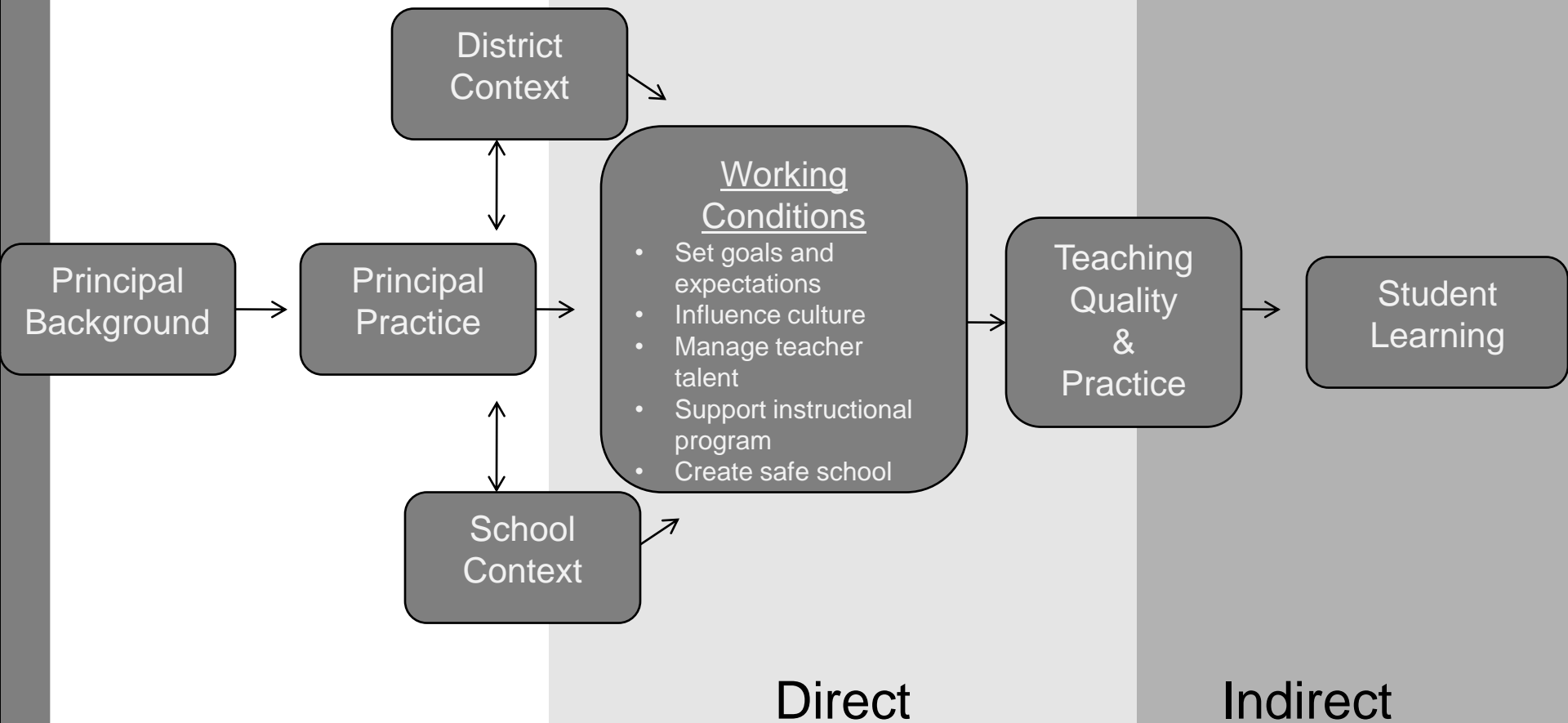## Lessons From Research, Policy, and Practice

1. Principal influence on school organization and learning
2. Principal evaluation: Research and policy
3. Key evaluation design components
4. Key features of evaluation systems

Practical Design: Round Rock ISD

1. Principal evaluation features
2. Design process

Questions

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Framework on Principal Impact

District Context

Working Conditions
- Set goals and expectations
- Influence culture
- Manage teacher talent
- Support instructional program
- Create safe school

Principal Background

Principal Practice

School Context

Teaching Quality & Practice

Student Learning

Direct

Indirect

Research on Principal Evaluation Practice

- Principals view evaluation as having **little impact** on their sense of accountability or practice (Portin, Feldman, & Knapp, 2006).
- Performance assessments are **inconsistently administered** (Goldring, Cravens, Murphy, Porter, Elliott, & Carson, 2009).
- Performance assessments are not **often aligned** with existing professional standards and lack psychometric research (Condon & Clifford, 2009; Heck & Marcoulides, 1996).
- Principal performance assessment is not implemented in ways that maximize rating consistency, validity, and impact (Kimball, Milanowski, & McKinney, 2009).
- Little research is currently available on the design and impact of improved principal evaluation systems on principal practice, school conditions, instructional quality, or student learning (Clifford & Ross, 2011; Kearney, Sanders, Thomas, & Leon, 2011)

Policy Impetus for Effective Principal Evaluation

- Federal policy (RttT, School Improvement Grants, ESEA reauthorization, and TIF) increasing focus on principal effectiveness
  - Measures
  - Distribution
  - Rewards
- Leadership improvement and accountability
- Leader impact on student outcomes

Essential Elements
(From Federal Initiatives)

- Be designed with involvement from constituents
- Be rigorous, transparent, fair, and equitable
- Evaluation design must include
  - Multiple rating categories to differentiate performance (rubric)
  - Outcomes measures, including student growth or value-added measures and supplemental measures
  - Multiple measures of practice, including observations

Essential Elements
(From Federal Initiatives)

- Training and support for evaluators

- Method for communicating the content and process of principals' evaluation (and state design process)

- Data quality assurance plan

- Method of using evaluation results to inform professional development of principals

Integral Part of Human Capital Management

Question for webinar participants:

What key competencies do you need to support and assess through your principal evaluation approach?

Principal Evaluation System Design Process

Component 1: Specifying evaluation system goals

Component 2: Creating a strategic communication plan and sustaining stakeholder investment

Component 3: Selecting measures

Component 4: Determining system structure

Component 5: Selecting and training evaluators

Component 6: Ensuring data integrity and transparency

Component 7: Using principal evaluation results

Component 8: Evaluating the system

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Develop and Plan: Determine required measures
Practice quality measures assess principals' leadership practices on key competencies.

Adapted from
Iowa
North Carolina
Tennessee
Missouri
Hillsborough, FL
Pittsburgh, PA
Hazelwood, MO

Additional examples will be available from the National Comprehensive Center for Teacher Quality

Domain	Dimensions	Practice Quality Measurement
Professionalism and ethics	Integrity, fairness, ethical behavior, professional learning	Professional development records Portfolio 360-degree assessments Parent/community survey
Instructional leadership	Nurturing school mission and vision Distributing leadership Strengthening learning communities Using data for instructional decisions Evaluating teaching quality Teacher evaluation quality	Observations Evidence of SIP progress 360-degree assessments School climate survey Monthly walk-throughs
Organizational management	Fiscal responsibility Maintaining school safety Planning and enactment of programming Use of data for organizational decisions	Fiscal review Safety and compliance record Observations
Community collaboration	Effective communication with parents Building upon community resources	Evidence of SIP progress Parent/community survey

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Develop and Plan: Determine required measures
Outcome measures assess the degree to which desired direct and indirect effects have been achieved.

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Iowa
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Hillsborough, FL
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Additional examples will be available from the National Comprehensive Center for Teacher Quality

Domain	Dimensions	Outcome Quality Measurement
School Conditions	School safety School climate School image	School incident reports School climate surveys Working conditions surveys Parent/community survey
Teaching Quality	Teacher PDP completion Appropriate teacher placement Retention of effective teachers	Teacher certification and personnel data Professional development plan data
Instructional Quality	Teaching quality measures*	Learning quality measures Teacher evaluation results Teacher surveys
Student Learning	Student achievement/growth District student assessment data Student graduation or progress Student attendance	School value-added measures Student growth measures State school data

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Research Reviews

American Federation for School Administrators: www.afsa.org

National Association of Elementary School Principals : www.naesp.org

National Comprehensive Center on Teacher Quality: www.tqsource.org

The Wallace Foundation: www.wallacefoundation.org

WestEd: www.wested.org

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RRISE Program Overview

- Program Purpose
- Organizational Structure
- Campus Administrator Compensation Guidelines

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Student Achievement

Will your new evaluation model include student assessment scores?

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Student Achievement

- Calculations based on growth and performance data

- Elementary school administrators evaluated on state assessments of reading and math

- Middle school administrators evaluated on state assessments of reading, math, science, and social studies

- Student Achievement Presentation

(https://www.roundrockisd.org/Modules/ShowDocument.aspx?documentid=35368)

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Principal Observations

Will your program conduct
multiple observations of participants
over the school year?

Principal Observations

- Alignment with TAC principal competencies
- District-level observers conduct three observations
- Data meeting, professional development session, and teacher observation conference observed
- Campus Administrator Observation Tool
(https://www.roundrockisd.org/Modules/ShowDocument.aspx?documentid=36428)

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Action Research Project

- Develop a research project that is relevant to the needs of the principal's campus
- Collect quantitative and qualitative data and complete periodic checkpoint reflections regarding the project
- Collaborate with colleagues about the project and progress toward goals
- ABC Rubric

(https://www.roundrockisd.org/Modules/ShowDocument.aspx?documentid=36972)

Sample "ABC" or Action Research Questions

- How will the implementation of a formal writing program affect our students' writing scores on district, state, and local tests?

- How will a schoolwide approach to strengthening number sense and computational fluency affect mathematics scores and students' attitudes toward mathematics?

Question

Can you think of a current program, incentive, need, or area of challenge in your current school or district that could be studied as an action research project?

Collaborative Meetings

How many meetings involving your staff or fellow colleagues do you attend every month?

- Zero–5
- 5–10
- 10–20
- 20–30

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Collaborative Meetings With Other RRISE Administrators

- Participate in at least 8 collaborative sessions with other RRISE principals or assistant principals.

- Documentation must include sign-in sheets and meeting notes, to include a description of the assessment data and/or state-assessed subject areas (math, science, reading, social studies, and writing) discussed.

Collaborative Meetings With Faculty

- Attend 20 collaborative meetings supported by documentation.

- Documentation for all 20 meetings must include sign-in sheets and meeting notes.

- Documentation for 12 of the 20 meetings must also include evidence of the discussion and proposed implementation of state-assessed subject areas (math, science, reading, social studies, and writing) in the meeting notes.

- Sample Meeting Notes
(https://www.roundrockisd.org/Modules/ShowDocument.aspx?documentid=36447)

Have you ever had a leadership or life coach?

Leadership Coaching

- Individualized leadership coaching offered to principals
- Coaching goals determined through self-assessment, feedback from district-level observers, and campus performance data
- Professional learning plans for principals emphasized

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Teaching Staff Retention

Campus must retain at least 85% of teaching staff from the previous school year.

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Lesson Learned

- Involve principals in decision making.
- Secure assistance from experts in the field.
- Build upon successful district initiatives.
- Focus observations and overall evaluation system on identified administrator standards.
- Be flexible and willing to enhance processes.
- Build relationships first.

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Q & A Time

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