**Principal and Teacher Evaluation:**

A Compilation of Information and Resources for Schools and Districts with School Improvement Grants

Prepared by the Alaska Comprehensive Center

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Note: This document lists information and resources relating to principal evaluation that districts may find helpful as they develop tools to review a principal’s performance. ACC has identified a number of tools which are research-based and offer promise as an effective practice. However, any resource’s inclusion or omission from this list does not constitute ACC’s endorsement or lack of endorsement.

Principal and Teacher Evaluation Resources

**A. Some Tools for Principal Evaluation**

**1. ISLLC Standards for Principal Evaluation**

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). There are six standards. Each standard is followed by the Knowledge required for the standard, the Dispositions or attitudes manifest by the accomplishment of the standard, and Performances that could be observed by an administrator who is accomplished in the standard.

<http://coe.fgcu.edu/faculty/valesky/ISLLCStandards.htm>

**b. ISLLC Standards Summative Evaluation Form**

Below is a summative evaluation form designed to be used with the ISLLC standards.  This tool provides evaluation on the standards through a self-evaluation and through an evaluation from a supervisor.  It also integrates the standards evaluation with the School Improvement Plan and the Professional Growth Plan of the leader.

<http://webcache.googleusercontent.com/search?q=cache:SbCgLG4gg-EJ:monett.k12.mo.us/forms/PBPE_forms.doc+Form+A-1:+ISLLC+Standard+1+Summative+Evaluation&cd=1&hl=en&ct=clnk&gl=us&client=firefox-a>

**2. iObservation**

iObservation is an instructional and leadership improvement system. It collects, manages, and reports data from classroom walkthroughs and teacher observations.

<http://www.iobservation.com/>

**3. DID Resource Kit for States, Districts and Schools**

The following link outlines promising practices funded by the Wallace Foundation through Vanderbilt University.  It also provides links to working models in other states: [http://www.ccsso.org/DID\_Toolkit/wsb4183984302/4.html](http://www.ccsso.org/DID_Toolkit/wsb4183984302/4.html" \t "_blank)

**4. In addition to other resources available in the *DID Resource Kit*, the following three tools offer promise for impact on principal evaluation.**

**a. The Vanderbilt Assessment for Leadership in Education (VAL-ED)**

Distributed by Discovery Education, this is a researched-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's perceived performance. Aligned to the Interstate School Leaders Licensure Consortium, VAL-ED focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement. It is also a 360 assessment, intended to be taken by not only the principal, but by teachers and the principal’s supervisor, ensuring that the very best feedback is given to principals.

<http://www.discoveryeducation.com/products/assessment/val_ed.cfm>

**b. Delaware Performance Evaluation System**

The Delaware Performance Appraisal System for Administrators, as described in this document, was developed by a committee of educators, primarily administrators, in response to legislation requiring new methods of personnel assessment in Delaware's schools and school districts. The Committee is a sub-committee of the Delaware Professional Standards Board's Standing Committee on the [Delaware Performance Appraisal System](http://www.doe.k12.de.us/performance/dpasii/" \t "_blank). The construction of the system was driven by the Delaware Administrator Standards and was designed to align the evaluation of school and district administrators with the best understanding of student learning and school improvement. Beginning from the research and an understanding of leader performance in high achieving schools, as well as the mandated requirements of the Professional Development and Educator Accountability Act of 2000, the committee decided to measure progress and success in four components.

http://saelp.doe.k12.de.us/projects/dpas/dpas.html

**c. Iowa's Standards for School Leaders (ISSL)**

Iowa's Standards for School Leaders (ISSL) have strengthened leader preparation, mentoring and induction, and ongoing professional development. Iowa's standards have also required that all principals and superintendents be evaluated using the ISSL.

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/Improving-School-Leadership-The-Promise-of-Cohesive-Leadership-Systems.aspx>

**Resources from The National Comprehensive Center for Teacher Quality on principal evaluation related to using data from student performance.**

*The National Comprehensive Center for Teacher Quality has done some work on principal evaluation – though not as much as on teacher evaluation. They are hoping to pursue this topic further in their sixth year. Following are some resources NCCTQ has reviewed as promising practices.*

**1. Measuring Principal Performance: How Rigorous are Commonly Used Principal Performance Instruments?**

[www.tqsource.org/publications/RestoPractice\_EvaluatingTeacherEffectiveness.pdf](http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf" \t "_blank)

**2. Estimating Principal Effectiveness (Resources from CALDER)**

[**http://www.caldercenter.org/partners/texas.cfm**](http://www.caldercenter.org/partners/texas.cfm)

*Author(s): Gregory F. Branch, Eric A. Hanushek & Steven G. Rivkin*

This paper presents preliminary estimates of key elements of the market for school principals, employing rich panel data on principals from Texas State. The consideration of teacher movements across schools suggests that principals follow patterns quite similar to those of teachers – preferring schools that have less demands as indicated by higher income students, higher achieving students, and fewer minority students. Looking at the impact of principals on student achievement, there are some small but significant effects of the tenure of a principal in a school. Moreover, the variation in principal effectiveness tends to be largest in high poverty schools, consistent with hypothesis that principal ability is most important in schools serving the most disadvantaged students. Finally, principals who stay in a school tend to be more effective than those who move to other schools.

**3. The TQ Center also has several resources on strategies and options for principals to support teachers. They are all available on the NCCTQ website ([www.tqsource.org](http://www.tqsource.org" \t "_blank)) if you search under “leadership.”**

Some informative resources from the TQ Center follow:

1. *Key Issue: Enhancing Teacher Leadership*
2. *TQ Center Interactive Mapping Tool: Leadership Development*
3. *The Framework for Teacher Leadership*
4. *Building the Capacity of School Leaders to Support Teachers*

**4**. **More Promising Practices**

**a. National Map of Compensation Reforms**

The Center for Educator Compensation Reform (CECR), a center funded by he U.S. Department of Education and created to support the TIF grantees, developed a national map that highlights compensation reforms across the country and provides links to more information. See <http://cecr.ed.gov/initiatives/maps/> for more information.

These profiles provide examples of the vast array of performance-based compensation programs across the country, including the use of evaluation instruments to base teacher pay on classroom performance

**5. A syntheses of research on educator compensation (from CECR)**

CECR provides concise responses to key program design and implementation questions using research-based studies and other relevant information.

<http://www.cecr.ed.gov/researchSyntheses/>

**6. North Carolina Principal Evaluation Rubric (PrinciPal)**

This form provides an example of a comprehensive principal evaluation rubric which is completed by the principal as a part of the self-assessment process and by the superintendent or designee in preparation for the summary evaluation conference. To access this PDF document, search “*North Carolina principal evaluation rubric*,” and click on “*PrinciPal*”

**B. Teacher Evaluation**

* The Center on Instruction and Innovation (CII) recommends reviewing the chapters in the CII SIG Handbook that are of relevance to teacher evaluation <http://www.centerii.org/handbook/>

***Chapter 6: Human Capital - Personnel and Professional Development***

***Chapter 7: Curriculum and Instruction***

* A potentially useful resource is, *“Quality Teaching in At-risk Schools. . .”* It speaks to Induction, Mentoring and Support of New Teachers. Proponents assert these methods: a. Improve teacher retention b. Accelerate professional learning of new teachers c. Create leaning communities of experienced and novice teachers d. Enhance relationships between higher education, regional technical assistance centers, and local schools e. Change the professional culture of the school.

1. **Quality Teaching in At-risk Schools: “Key Issue: Induction/Mentoring/Support of New Teachers”**

<http://www2.tqsource.org/strategies/atrisk/Induction.pdf>

This resources explains types of measures that focus on teachers’ contributions to student learning using a collection of statistical techniques that use multiple years of students’ teach score data to estimate the effects of individual schools and teachers.

**2. Methods for Evaluating Teacher Effectiveness (National Comprehensive Center for Teacher Quality)**

<http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf>

**3. Using “Value-Added Model” to Identify and Support Highly Effective Teachers**

A value-added measure is the “contribution of various factors toward growth in student achievement” (Goldhaber & Anthony, 2003, p. 38). According to leading researchers in the field, value-added models can be thought of as “a collection of complex statistical techniques that use multiple years of students’ test score data to estimate the effects of individual schools or teachers” (McCaffrey, Lockwood, Koretz, & Hamilton, 2003, p. xi). There are two main ways in which value-added models are used in practice. The first is to evaluate schools for accountability purposes, and the second is to evaluate teachers in terms of their effectiveness relative to other teachers. For a helpful discussion of these two applications of value-added models, see the publication *Evaluating Value-Added: Findings and Recommendations From the NASBE Study Group of Value-Added Assessments* (National Association of State Boards of Education, 2005).

**Resources relating to teacher evaluation provided by The National Comprehensive Center for Teacher Quality**

The National Comprehensive Center for Teacher Quality already has several high quality resources that provide the research base for various methods that can be used in teacher evaluation. The most relevant resources are:

**4. [Methods of Evaluating Teacher Effectiveness](http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf" \t "_blank) ([www.tqsource.org/publications/RestoPractice\_EvaluatingTeacherEffectiveness.pdf](http://www.tqsource.org/publications/RestoPractice_EvaluatingTeacherEffectiveness.pdf" \t "_blank))**

**5. [A Practical Guide to Evaluating Teacher Effectiveness](http://www.tqsource.org/publications/practicalGuide.php" \t "_blank) ([www.tqsource.org/publications/practicalGuide.php](http://www.tqsource.org/publications/practicalGuide.php" \t "_blank))**

**6. [Approaches to Evaluating Teacher Effectiveness: A Research Synthesis](http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf" \t "_blank)**

**[www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf](http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf" \t "_blank))**

**7. Sample Table of Elements of an Effective Teacher Evaluation Instrument**

According to the National Comprehensive Center for Teacher Quality, many states also find it useful to set up a table of teacher standards or elements of their definition of an effective teacher instrument and what they want to assess.

a. They can then use the table on page 16 of the [A Practical Guide to Evaluating Teacher Effectiveness](http://www.tqsource.org/publications/practicalGuide.pdf" \t "_blank) to investigate which methods can be used for what purpose. This is a new searchable online resource that provides information and links to various methods of evaluation and comprehensive evaluation system currently in use.

**8. Guide to Evaluation Products (NCCTQ)**

1. Schools/districts may find helpful as they examine potential evaluation instruments: [http://www3.learningpt.org/tqsource/GEP/](http://www3.learningpt.org/tqsource/GEP/" \t "_blank)
2. **Interactive Data Tool: Critical Decisions Guide: Building Teacher Effectiveness Systems (NCCTQ)**

a. This source leads users through a series of steps to ensure that they make thoughtful decisions based on evidence and experience that result in a robust, sustainable, and comprehensive teacher evaluation system. <http://www.tqsource.org/criticalDecisions/>

**10. Systematic Action Steps to be considered when Developing a Teacher Evaluation Tool (NCCTQ)**

1. Identify and convene stakeholders for collaboration (collaboration does not mean decision and notification)
2. Determine what skills schools/districts want students to learn that are potentially affected by a teacher
   * 1. These should be reflected in student standards
     2. They may include:
        1. Academic achievement/growth
        2. Critical thinking skills
        3. Civic responsibility
3. Determine what knowledge, skills and practices the school/district values in a teacher that impact the identified student skills
   * 1. Reflected in teacher standards
     2. Supported by research (if available)
4. Define what school/district mean by “effective” teacher
5. Consider both student skills and teacher performance/practice
   * 1. Begin to consider what different levels of “effective” might mean or look like
     2. For the purposes of an evaluation system, consider only those things that can be assessed and improved through support, development or training.
6. Decide on evaluation methods based on definition of effective
   * 1. Multiple measures should be used
     2. The combination of measures should provide both summative and formative data (each measure does not need to provide both)
     3. For formative data, keep in mind that the goal is to identify specific challenge areas to target development and support and/or areas of excellence for potential use as model or master teacher
7. Decide whether special circumstances may require special evaluation methods
   * 1. Direct classroom observation by peers may not work in rural settings
     2. Consider digital recording and the use of raters in other districts
     3. What measure of student academic achievement/growth will be used for subjects for which there are not standardized tests?
     4. Teachers of special populations (Special education, English Language Learners) may need modified evaluation practices
8. Determine the degree to which evaluation results will be used for the following:
9. Certification
10. Professional development
11. Compensation
12. Retention/dismissal
13. Advancement
14. Preparation
15. Create a process map or flow chart of how evaluation results may be used and what actions may be triggered
    * 1. Questions to be answered may include:
      2. What is minimum level of effectiveness for retention?
      3. What level of effectiveness is required for advancement and for how many years should that level be attained before advancement?
      4. When challenge areas are identified, should a particular professional development be suggested or required?
      5. If a teacher receives an unsatisfactory rating, how much time is allowed for improvement?
      6. How will evaluation data be shared with preparation programs for continual improvement?
      7. What opportunities might be provided for teachers at highest levels of effectiveness and when will these opportunities be triggered?
16. Establish a review process for evaluation and revision of the system itself
17. Determine what action steps are needed to put model in place

1. Do policies need to be changed?

* + 1. Will this be a statewide mandate or will parameters be set by state for districts to follow but modify?
    2. Will the system be piloted in multi-districts or implemented statewide?
  1. Will the evaluation results be used for “high-stakes” purposes (e.g. certification, compensation, retention) immediately or after a designated number of pilot years?
  2. Determine timeline, communication plan, responsible parties for required action