Welcome and introductions

**Purposes of the meeting**

1. Deepen understanding of principal evaluation system requirements, from policy and research perspectives
2. Identify approaches and processes for principal evaluation system design
3. Self-assess current system assets and gaps
Welcome and introductions

Agenda

1. Welcome and introductions
2. Principal evaluation: research and practice perspectives
3. Expectations for new principal evaluation systems
4. System overview and systems design
5. The *Practical Guide to Designing Principal Evaluation*
6. Closing and next steps
Welcome and introductions

- Who are you and what is your current position?
- What stage of principal evaluation system implementation is your organization (e.g., initial design, early implementation, full implementation, or rethinking/revising)?
Center on Great Teachers and Leaders

- Provide materials and technical assistance to states and districts on educator effectiveness and support issues
- Respond to state and district requests for information
- Raise awareness among the general public on educator effectiveness and support issues
- [www.tqsource.org](http://www.tqsource.org)
Our organization is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

www.air.org

www.educatortalent.org
Investing in evaluation: Why principals matter

Principal evaluation is a key lever for:
• Setting priorities,
• Directing resources, and
• Supporting the teacher evaluation system.

90,000 public school principals
98,706 public schools
3 million public school teachers
55 million PK-12 public school students
Investing in evaluation: Why principals matter

Principals are
• Second most powerful influence on student learning,
• One of the most powerful influences on teacher professional decisions

Principal Evaluation:
Research on Current Practice

- Principals view evaluation as having **little influence on their work**.
- Principals are held accountable to **outcomes that they do not directly control** and that **provide little guidance** on how to improve their work.
- Evaluations are:
  - Inconsistently administered;
  - Not consistently aligned with professional standards; and
  - Not practical for evaluators or principals

Clifford & Ross, 2011; Davis, et al., 2011; Orr, 2011; Goldring, et al., 2008
Policy initiatives: Federal Priorities

The Challenge
- Provide high quality, actionable feedback to each principal, every year
- Support principal growth

<table>
<thead>
<tr>
<th>Evaluation System</th>
<th>Connections to Human Capital Systems</th>
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<tbody>
<tr>
<td>• Multiple performance levels</td>
<td>• Recruitment &amp; Hiring</td>
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<td>• Standards-aligned framework</td>
<td>• Induction &amp; Mentoring</td>
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<td>• Multiple methods of assessment</td>
<td>• Preparation</td>
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<td>• Student learning as a significant factor</td>
<td>• Educator Environment</td>
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<td>• Evaluation twice per year</td>
<td>• Compensation &amp; Incentives</td>
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<td>• Observations of leadership practice</td>
<td>• Evaluation &amp; Professional Growth</td>
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<td>• Assure inter-rater reliability</td>
<td>Linked Coherent</td>
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</table>
Policy initiatives:
OSSE Priorities

The Challenge
• Provide high quality, actionable feedback to each principal, every year
• Support principal growth

• All LEAs receiving federal funds must meet Principle 3 requirements.

• RTTT LEAs have met most of these requirements and will only have to demonstrate meeting new ESEA waiver requirements.

• The biggest change from RTTT is requiring that student achievement or growth be part of all principal evaluations.

• PCSB will review and approve charter LEAs’ evaluation plans.

• OSSE will review DCPS’ guidebooks to ensure they meet state requirements.
What are Principle 3 requirements?

**Multiple Measures**
- include student achievement or growth as a significant factor
- include other measures of professional practice
- use multiple valid measures

**Implementation**
- conduct evaluations on a regular basis
- involve teachers and principals
- provide professional development

**Purpose and Use**
- provide meaningful feedback
- guide professional development
- inform instruction
- inform personnel decisions
Designing Principal Evaluation Systems: Design Process

1. Specifying system goals and principal effectiveness
2. Securing and sustaining stakeholder engagement
3. Selecting measures
4. Determining the system structure
5. Ensuring data integrity and transparency
6. Using principal evaluation results
Designing Principal Evaluation Systems: Self-Assessment

Design processes should build upon assets and address gaps.

- What are your assets?
- What are the gaps?

Complete the self-assessment with your task force or board to map assets and gaps.

Free copies of the self-assessment can be located at [www.educatortalent.org](http://www.educatortalent.org)
Designing Principal Evaluation Systems: Practice in the Field

• Two DC LEAs will provide a brief overview of their systems and discuss a challenge they had to address in designing or implementing their systems.
Overview: Scholar Academies
Evaluation Standards: Defined

**Leadership Standards**
- Manage a leadership team accountable for student achievement
- Set the tone and culture for all students and adults
- Act as the chief communicator for the school
- Hire/fire all school staff; own the management and development of all staff
- Operate a data-drive culture

**Academic and Instructional Standards**
- Establish and manage delivery model within the academic norms
- Determine instructional activities and resources within scope and sequences
- Tailor and add additional components to the cultural norms
- Plan and lead the professional development of teachers
- Leverage SA resources to meet the requirements of all students

**Community Engagement Standards**
- Oversee family visit and engagement process
- Implement student recruitment and enrolment plan

**Core Values Standards**
- Outrageous Achievement, No Excuses
- People are Paramount
- Teamwork is the Exponent of Impact
- Students First
- Details Deliver
- Fun and Balance

**Financial Control Standards**
- Manage daily financial operations
- Successfully determine expenditure of discretionary funds within the budgetary parameters
- Adjust staffing within budgeted staffing model to align with needs of students

*Scholars Today... Leaders Tomorrow*
Evaluation Standards:
Measured

Each evaluation competency is broken down:
- **Standards**
- **Outcomes**
- **Measurement Tools**

This ensures that School Leaders have a **clear understanding** of the expectations, how each standard is measured and what excellence looks like in practice.

<table>
<thead>
<tr>
<th>Academic and Instructional</th>
<th>Standards</th>
<th>Outcomes</th>
<th>Measurement Tools</th>
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</table>
|                            | • Establish and manage delivery model within the academic norms  
• Determine instructional activities and resources within scope and sequences  
• Tailor and add additional components to the cultural norms  
• Plan and lead the professional development of teachers  
• Leverage SA resources to meet the requirements of all students | • Manages instructional staff to meet academic goals/expectations  
• Manages Director of Culture to meet school culture and behavior management goals/expectations  
• Identifies prioritized challenges and links the challenges to root causes in order to problem solve  
• Leverages available resources to address identified gaps (knowledge, capacity, finances, legal) | • Facilitation of weekly check-ins with instructional and culture team staff members  
• Facilitation of leadership team meetings  
• School data dashboard  
• Agendas created for weekly check in with Chief Academic Officer |
Evaluation Process:
Ongoing Development

This is an **ongoing process of continual development** that is fostered through weekly check ins and constant data reflection.
Evaluation Process:
Two formal evaluations

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<th>Rating:</th>
<th>Rating Definitions</th>
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<td>Significantly Exceeds (4)</td>
<td>• Consistently and significantly exceeds goals.</td>
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<td>• Far exceeds expectations/objectives.</td>
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<td>• Requires no guidance or coaching for own responsibilities/tasks.</td>
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<td>• Guides and coaches others.</td>
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<td>• Sets new standards.</td>
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<td>Exceeds (3)</td>
<td>• Consistently meets and exceeds goals.</td>
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<td>• Consistently meets expectations/objectives, often exceeds.</td>
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<td>• Requires little guidance or coaching for own responsibilities/tasks.</td>
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<td>• Often guides and coaches others.</td>
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<td>• Participant in setting of new standards.</td>
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<td>Meets (2)</td>
<td>• Consistently meets goals.</td>
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<td>• Regularly meets expectations/objectives.</td>
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<td>• Requires some guidance or coaching for own responsibilities/tasks.</td>
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<td>• Supports others.</td>
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<td>Needs Improvement (1)</td>
<td>• Not consistently meeting goals.</td>
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<td>• Rarely meets expectations/objectives.</td>
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<td>• Requires regular guidance and/or coaching.</td>
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</table>

- Twice a year, School Leaders meet one on one with their manager to receive a formal evaluation on all five standards.
- School Leaders take this time to evaluate their progress towards concrete goals and outcomes.
- Next steps and professional development plans are created.
February 26, 2013

Overview of DCPS’ School Leader IMPACT System
School Leader IMPACT Goals & Guiding Principles

**Goals**

- Ensure **targeted, timely feedback** that leads to student achievement growth and improved leadership practices
- Clarify **performance expectations** that are aligned to the five-year strategic plan, district priorities, and each school’s CSP
- Assess principals’ levels of performance to inform **professional development** opportunities, and **recognition** and **retention** efforts

**Guiding Principles**

- **Student achievement-focus**: focus energy on student learning
- **Simplicity**: understand DCPS’ expectations and priorities for school leader performance
- **Transparency**: understand all aspects of the process, especially how human capital decisions are made
- **Consistency**: experience the same process across clusters, levels, positions
Two Key Evaluation Components

**IMPACT COMPONENTS FOR PRINCIPALS**

**Student Achievement Goals**
- DC CAS Proficiency Goals for Reading and Mathematics
- DC CAS Subcategory Goals for Reading and Mathematics
- School-Specific Goal

**Leadership Framework Standards**
- Instruction
- Personal Leadership
- Family & Community
- School Culture
- Talent
- Operations

**STUDENT SUCCESS**
Goals: Each principal sets three different types of goals each year with the chancellor.

<table>
<thead>
<tr>
<th>DC CAS Proficiency Goals (DPG)</th>
<th>DC CAS Subcategory Goals (DSG)</th>
<th>School-Specific Goal (SSG)</th>
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<tbody>
<tr>
<td>Set 2 goals around achieving an increase in % of students at proficient/advanced on DC CAS in ELA and Math.</td>
<td>Set 2 goals that focus on a high need segment of the school’s student population.</td>
<td>Set 1-2 goals that address a high need area for the school’s overall success.</td>
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</table>

**Illustrative Examples**

- **Goal #1**: Increase % of all students at the proficient/advanced performance level on the DC CAS in Reading – with a target of 80%
- **Goal #2**: Increase % of all students at the proficient/advanced performance level on the DC CAS in Math – with a target of 65%
- **Goal #3**: Increase % of Special Ed students at the proficient/advanced performance level on the DC CAS in Reading – with a target of 38%
- **Goal #4**: Increase % of Special Ed students at the proficient/advanced performance level on the DC CAS in Math – with a target of 40%
- **Goal #5**: Increase % of students proficient in reading as measured by TRC – with a target of 70%
**LF Standards:** LF assessments include qualitative and quantitative data

### Illustrative Examples

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<th></th>
<th>Instruction</th>
<th>Talent</th>
<th>Operations</th>
<th>School Culture</th>
<th>Family &amp; Community</th>
<th>Personal Leadership</th>
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Annual Evaluation Cycle

- **June**: Chancellor Goal Setting Begins (June-Dec)
- **July**: BOY Performance Conversations (Aug-Sept)
- **Aug.**: MY LF Assessment & Perf Convo (Nov-Jan)
- **Sept.**: EOY LF Assessment & Perf Convo (April-May)
- **Oct.**: Test Scores Come Back
- **Nov.**: EOY Performance Review Meeting
- **Dec.**: Final IMPACT Ratings Meeting
Designing Principal Evaluation Systems: Common Challenges in the Field

- Securing stakeholder engagement.
- Sequencing and aligning design and implementation.
  - Lead with principal evaluation
  - Change at the same time
  - Lead with teacher evaluation
- Scaling Strategies.
  - Rolling out the full system
  - Building onto the system over time
- Training evaluators.
- Evaluating system performance.
Designing Principal Evaluation Systems: Common Challenges in the Field

- **Number of measures.** States evaluation plans vary in the number of measures used to evaluate principal performance from two to eight.

- **Weights.** Weights given to measures communicate priorities to principals. States vary with weights given to measures.

- **Types of measures.** Multiple types of measures are available in the field, and states vary in flexibility provided to districts for selection of measures.

For guidance on choosing measures, see Clifford & Condon, 2011; Clifford, Menon, Ganje & Hornung, 2012 at www.educatortalent.org
Designing Principal Evaluation Systems: Practical Guide

- Written with extensive input from taskforces, for use when designing principal evaluation systems
- Sets the design agenda for facilitators
- Offers options, based on practice in the field

**Design Steps**
1. Specifying system goals and principal effectiveness
2. Securing and sustaining stakeholder engagement
3. Selecting measures
4. Determining the system structure
5. Ensuring data integrity and transparency
6. Using principal evaluation results
Designing Principal Evaluation Systems: Practical Guide

- Review the self-assessment results
- Choose a section of the guide pertinent to you
- Read that section of the guide
- Share out:
  - What is discussed in the section of the guide?
  - How would you use the guide?
  - How would you modify the guide?

Design Steps
1. Specifying system goals and principal effectiveness
2. Securing and sustaining stakeholder engagement
3. Selecting measures
4. Determining the system structure
5. Ensuring data integrity and transparency
6. Using principal evaluation results
Closing Comments and Questions

What do you need to know in order to move the work forward?

What are your next steps for work?
Contact Information

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Matthew Clifford
Center on Great Teachers and Leaders
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cjacques@air.org