



Center on
Great Teachers & Leaders
at American Institutes for Research

Principal Evaluation Design: Perspectives from Research and Practice

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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



American Institutes for Research

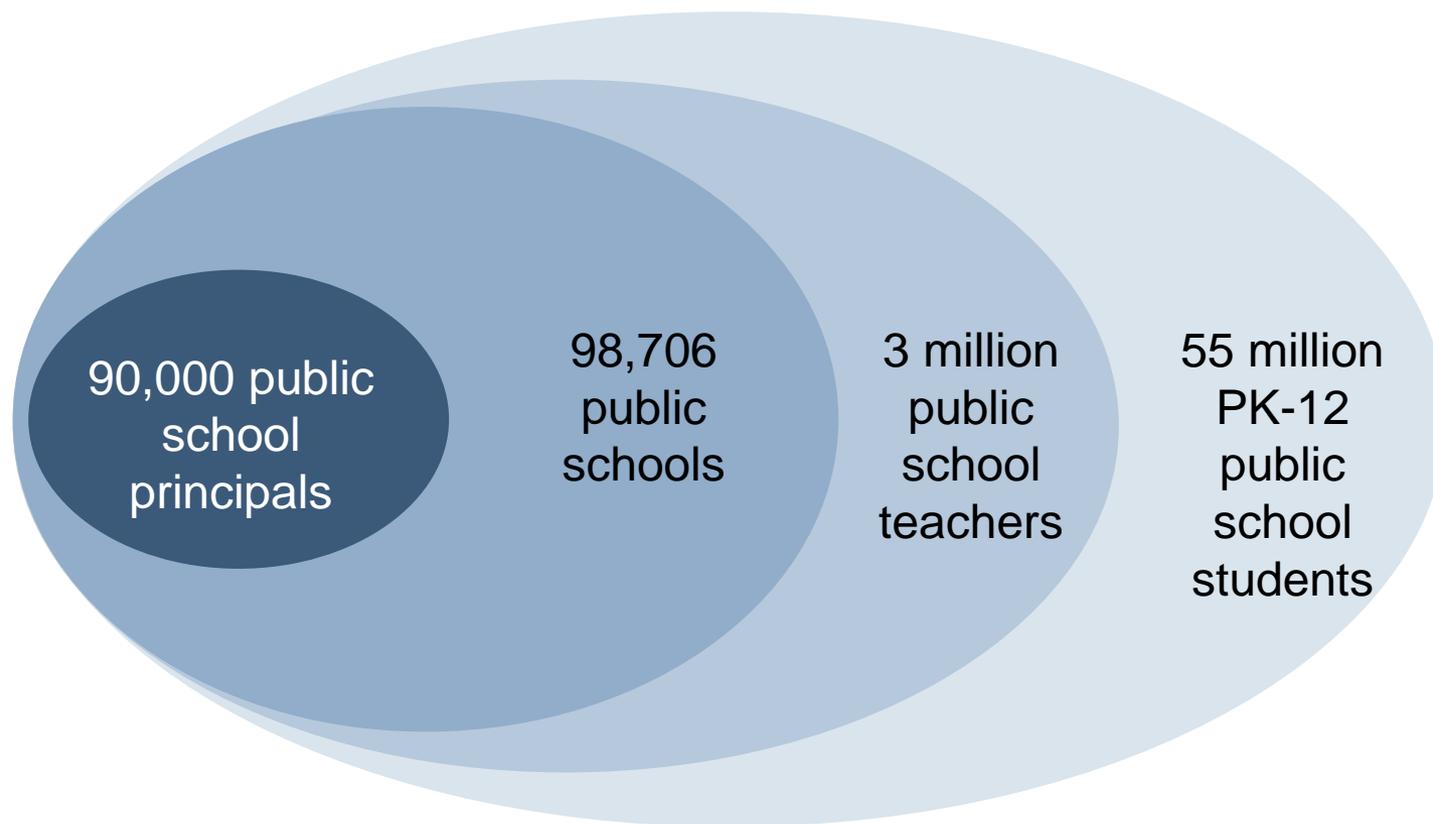
- Our organization is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.
- AIR is committed to empowering communities and institutions with innovative solutions to the most 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 :

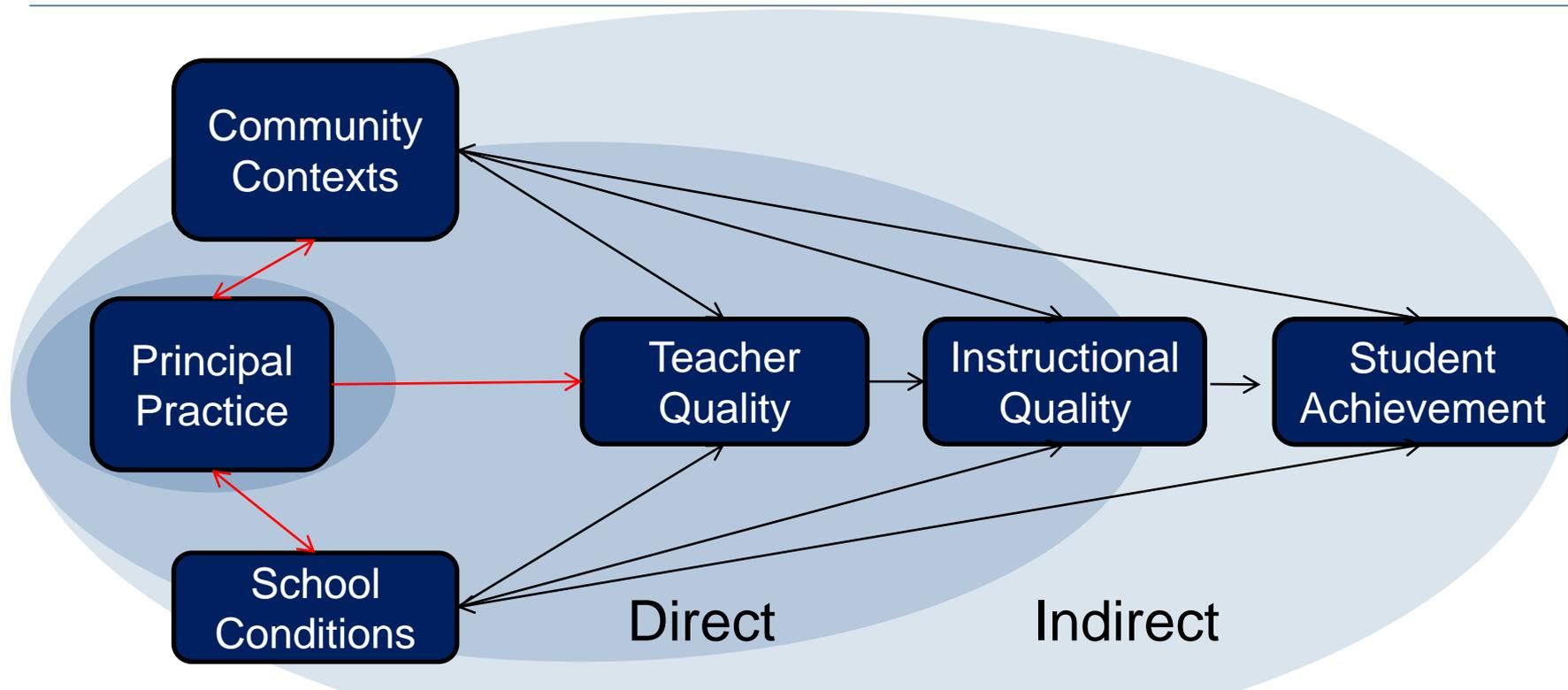
- Setting priorities,
- Directing resources, and
- Supporting the teacher evaluation system.



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



Clifford, Sherratt & Fetters, 2012 available at www.educatortalent.org

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

Evaluation System

- Multiple performance levels
- Standards-aligned framework
- Multiple methods of assessment
- Student learning as a significant factor
- Evaluation twice per year
- Observations of leadership practice
- Assure inter-rater reliability

Connections to Human Capital Systems



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.

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
7. Evaluating system performance.

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

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

Evaluation Standards:

Measured

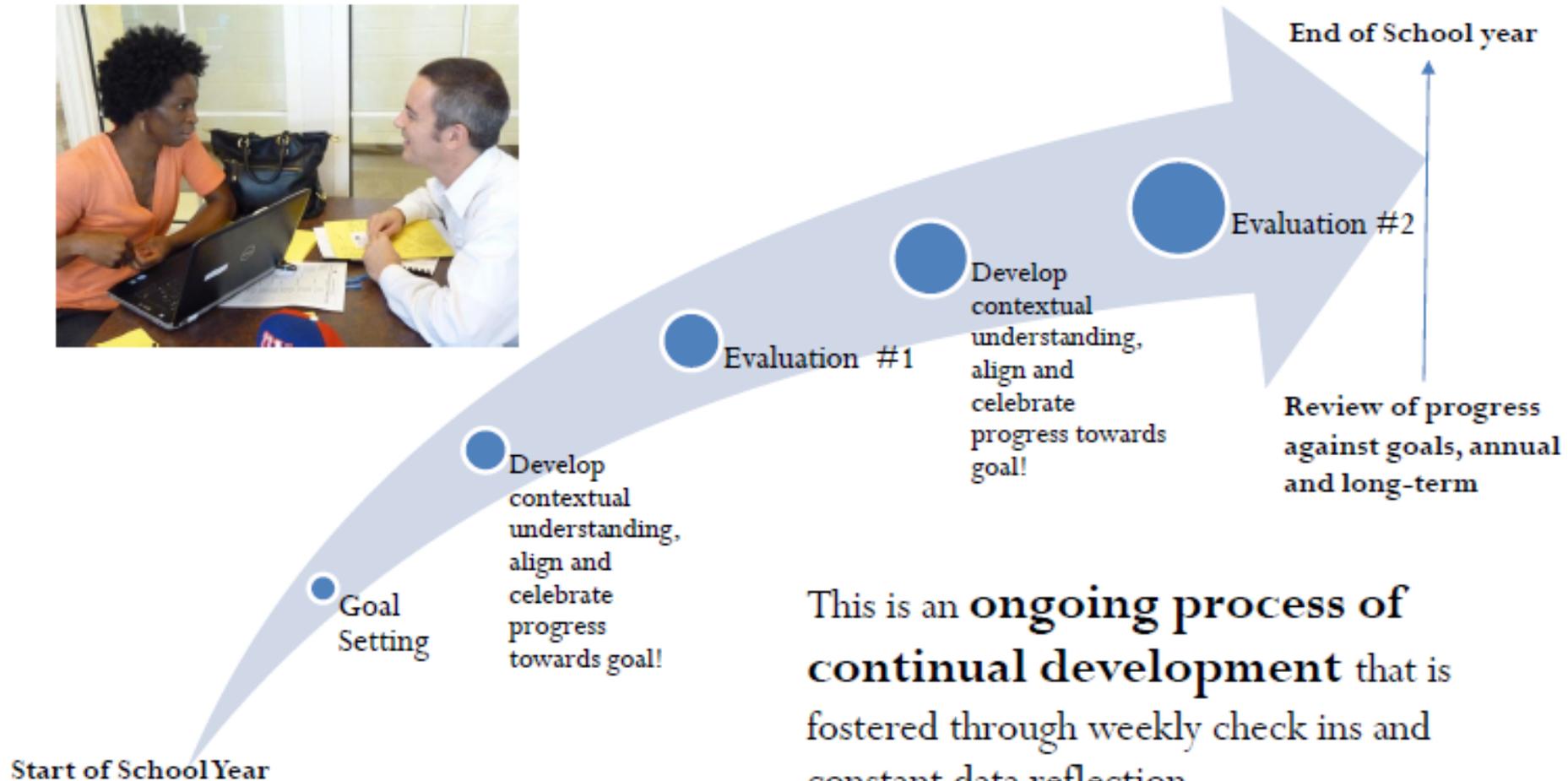
Each evaluation competency is broken down:

- *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.

Academic and Instructional		
Standards	Outcomes	Measurement Tools
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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

Rating:	Rating Definitions
Significantly Exceeds (4)	<ul style="list-style-type: none">• Consistently and significantly exceeds goals.• Far exceeds expectations/objectives.• Requires no guidance or coaching for own responsibilities/tasks.• Guides and coaches others.• Sets new standards.
Exceeds (3)	<ul style="list-style-type: none">• Consistently meets and exceeds goals.• Consistently meets expectations/objectives, often exceeds.• Requires little guidance or coaching for own responsibilities/tasks.• Often guides and coaches others.• Participant in setting of new standards.
Meets (2)	<ul style="list-style-type: none">• Consistently meets goals.• Regularly meets expectations/objectives.• Requires some guidance or coaching for own responsibilities/tasks.• Supports others.
Needs Improvement (1)	<ul style="list-style-type: none">• Not consistently meeting goals.• Rarely meets expectations/objectives.• Requires regular guidance and/or coaching.

- 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



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Overview of DCPS' School Leader IMPACT System

School Leader IMPACT Goals & Guiding Principles

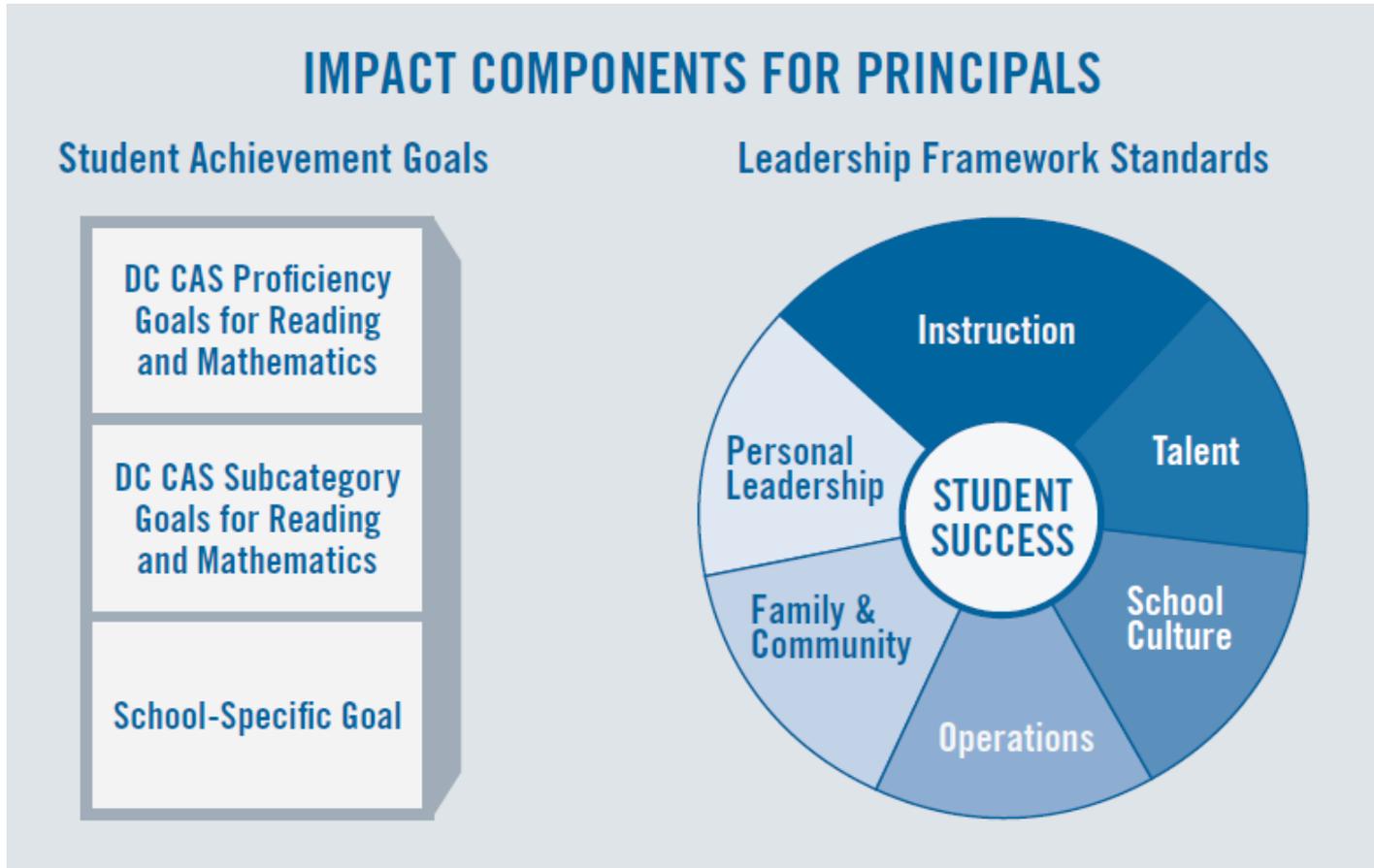
Goals

- 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



Goals: Each principal sets three different types of goals each year with the chancellor

DC CAS Proficiency Goals (DPG)

- Set 2 goals around achieving an increase in % of students at **proficient/advanced on DC CAS in ELA and Math.**

DC CAS Subcategory Goals (DSG)

- Set 2 goals that focus on **a high need segment of the school's student population.**

School-Specific Goal (SSG)

- Set 1-2 goals that address **a high need area for the school's overall success.**

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

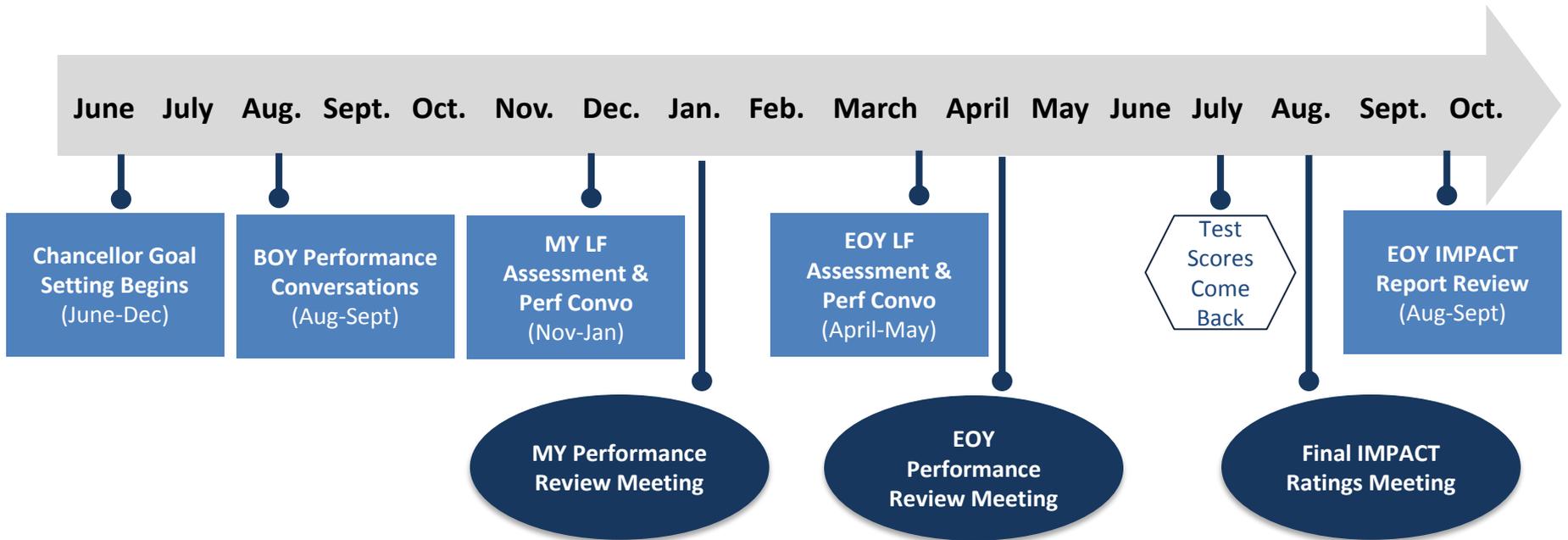
Supt Collects

LF Data Report

Supt Reviews

	Instruction	Talent	Operations	School Culture	Family & Community	Personal Leadership
Observ.	<ul style="list-style-type: none"> Strengths & areas of development observed during walk throughs 					
On Track Indicators	<ul style="list-style-type: none"> PIA TRC DIBELS GOLD SRI SAT/ACT & PSAT Algebra I 	<ul style="list-style-type: none"> Same Day Attendance Entry Teacher Attendance Staff Retention Staff Satisfaction Survey 	<ul style="list-style-type: none"> IEP Timeliness Special Education Assessment Timeliness % Projected Enrollment Reached 	<ul style="list-style-type: none"> In-Seat Attendance Suspension Rate Office Referrals to Suspensions Truancy rate 	<ul style="list-style-type: none"> # of Phone Calls Home to Students with First Day Absences 	<ul style="list-style-type: none"> N/A
Other Indicators and Artifacts	<ul style="list-style-type: none"> Instructional Vision Term, Semester, Yearly Pass Rates Teacher Observation Schedule Student Work Samples 	<ul style="list-style-type: none"> IMPACT Results and Comments Teacher Assignment Staff Satisfaction Survey Results HE & E Staff Retention Rate Staff Handbook 	<ul style="list-style-type: none"> Master Schedule Final Exam Schedule Opening Day Procedures School Budget 	<ul style="list-style-type: none"> Staff Satisfaction Survey Results Behavioral and Academic Interventions Student Support Team Processes . 	<ul style="list-style-type: none"> Family Outreach Plan Family Engagement Survey Results Timely Responses to Parent Inquiries PTA & LSAT Attendance Rate 	<ul style="list-style-type: none"> Attendance at Leadership Academies Facilitation of Leadership Academy sessions Participation in Advisory Committees or Task Forces

Annual Evaluation Cycle

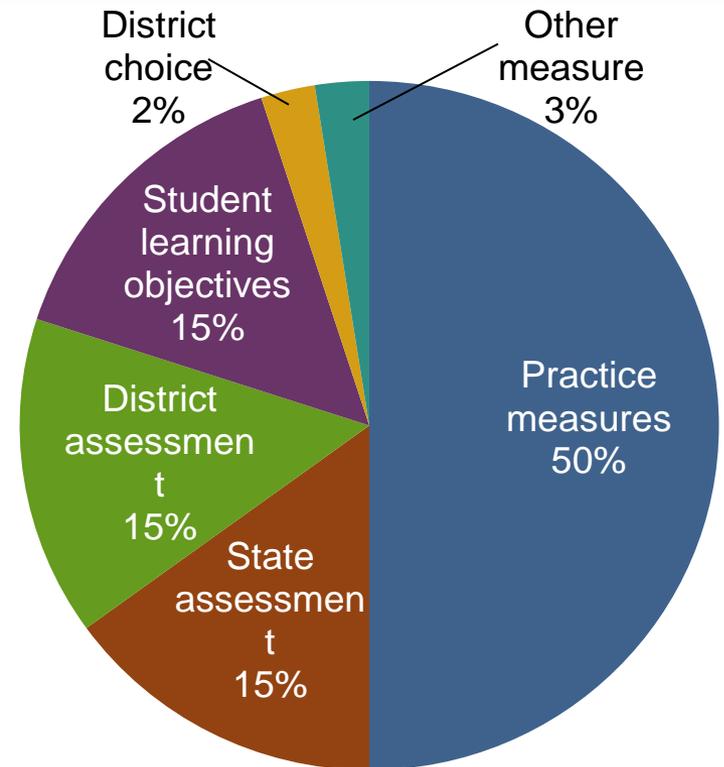


Designing Principal Evaluation Systems: Common Challenges in the Field

- **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. State 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.educatoralent.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
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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

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Closing Comments and Questions

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

What are your next steps for work?

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