



Reform Support Network

BUILDING LEADERSHIP FOR RIGOROUS INSTRUCTION
PRINCIPAL EVALUATION SYSTEM DESIGN AND
IMPLEMENTATION

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NEW LEADERS

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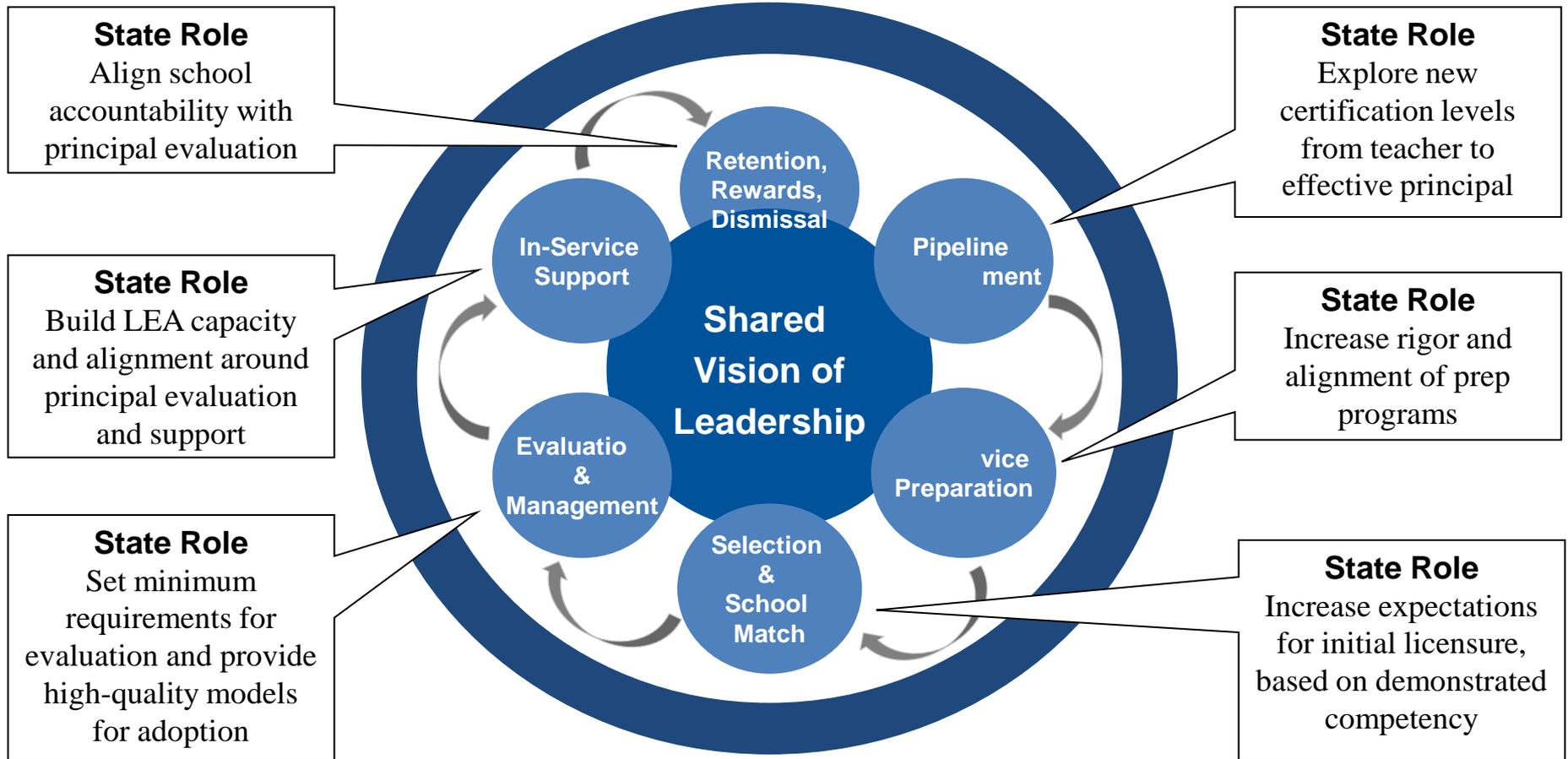
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SCHOOL LEADER EFFECTIVENESS CYCLE - STATE

We work with States to identify State-level policies and practices that best support the adoption of high-quality district approaches to school leader effectiveness





KEY DESIGN PRINCIPALS FOR LEADER EVALUATION

1. Evaluate principals on the things that matter most:
 - The actions they take to improve student outcomes
 - Their success in improving student outcomes
2. Clearly differentiate levels of performance
3. Demand a lot from evaluators
4. Keep the design simple
5. Attend to both development and accountability



FOUNDATIONAL PROCESSES

Establish clear theory of action



Clarify State and local control



Engage stakeholders



Invest in implementation



Evaluate and improve



PRINCIPAL STANDARDS AND PROCESSES



FIELD RESEARCH KEY PRINCIPAL PRACTICES

Instructional Leader

- Align rigorous curriculum
- Implement consistent classroom practices
- Use data to drive instructional improvement
- Establish common instructional planning

Human Capital Manager

- Hire aligned staff
- Provide frequent feedback and learning structures for staff
- Manage staff performance
- Build a strong instructional leadership team

Culture Developer

- Build adult responsibility for student success
- Define expected behaviors aligned to school values
- Implement a school-wide code of conduct
- Insist on high aspirations
- Engage families and community in student learning



SAMPLE STATE STANDARDS

Tennessee

- Continuous Improvement
- Culture for Teaching and Learning
- Instructional Leadership and Assessment
- Staff Professional Growth (including staff evaluation)
- School and Resource Management
- Ethics
- Diversity

Colorado

- Strategic Leadership
- Instructional Leadership
- School Culture and Equity Leadership
- Human Resource Leadership (professional growth and evaluation)
- Managerial Leadership
- External Community Leadership
- Student Academic Growth

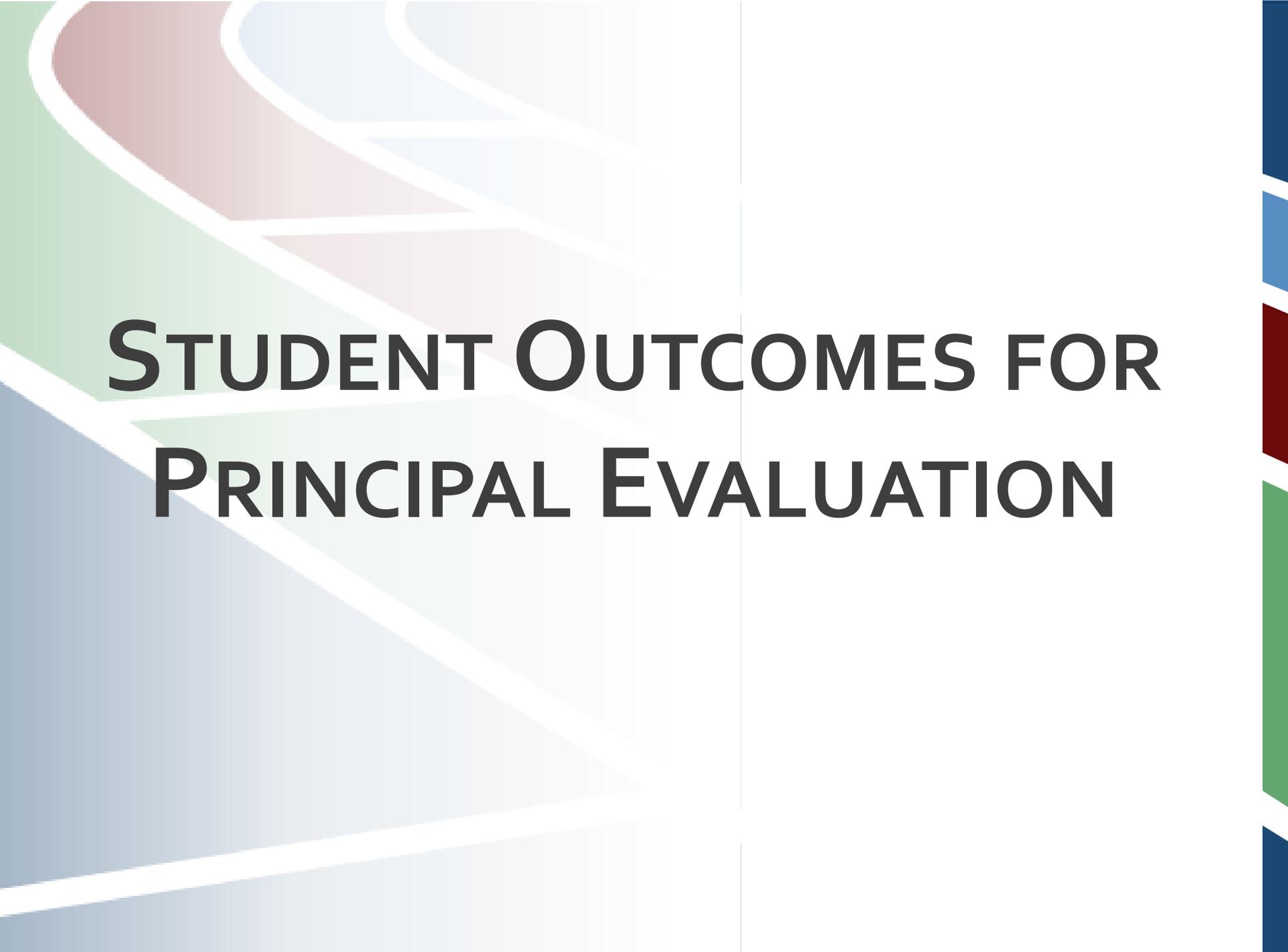
Illinois

- Vision and Mission Focused on Results
- Leading and Managing Systems Change
- Improving Teaching and Learning
- Building Collaborative Relationships
- Leading with Integrity
- Creating a Culture of High Expectations



OTHER PRACTICE ELEMENTS – BENEFITS AND CAUTIONS

Potential Element	Benefits	Cautions
Stakeholder Feedback (staff, families, students)	<ul style="list-style-type: none">• Messages public responsibility• Staff have clear view of principal practices• Evidence to support practice ratings	<ul style="list-style-type: none">• Requires strong validity and response rates
Teacher Effectiveness	<ul style="list-style-type: none">• Messages principal responsibility for teacher quality• Strongest link from principal practice to student outcomes	<ul style="list-style-type: none">• Incentives for inflated teacher evaluations• May extend weight of student outcomes• Retention measures challenged by system financial pressures

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STUDENT OUTCOMES FOR PRINCIPAL EVALUATION



PRINCIPALS FOR USE OF STUDENT OUTCOMES

Focus on growth over attainment

Value all students, not just those approaching proficiency

Set targets that close achievement gaps

Include “on track” to college measures for high schools

Ensure alignment to other school accountability systems

Match weight of metrics to their validity



POSSIBLE STUDENT OUTCOME MODELS

Elementary School

- Consistent statewide growth model on State tests
- Other State school accountability metrics (attainment, subgroups)
- Locally selected metrics
- State test based
- Non-tested grades and subjects measures

High School

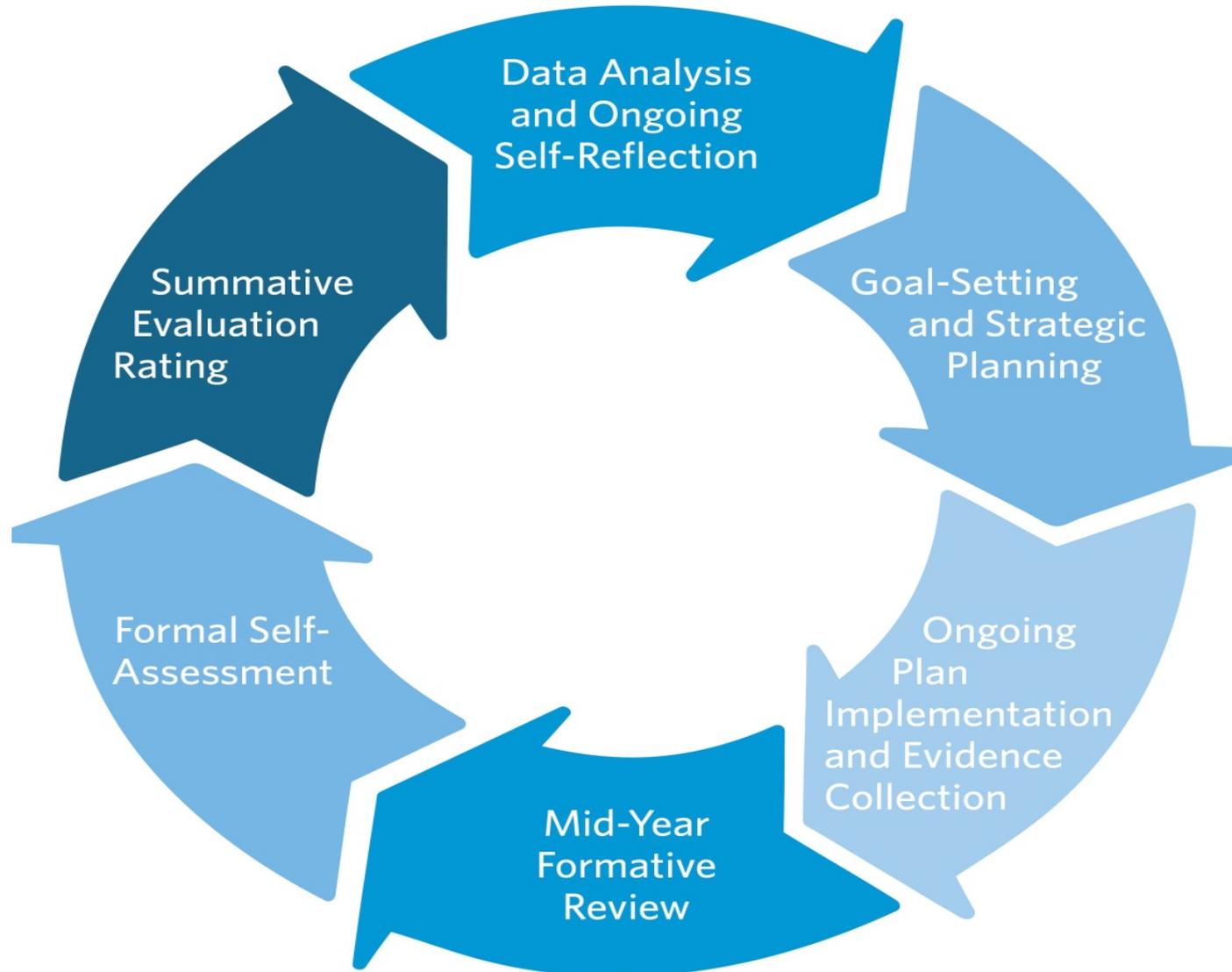
- Consistent statewide growth model on state tests and/or EPAS sequence
- Other State school accountability metrics (attainment, subgroups)
- “On track” to graduation measures
- Locally selected metrics

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PROCESS AND TIMING DESIGN



REVIEW CYCLE





TIMING CONSIDERATIONS

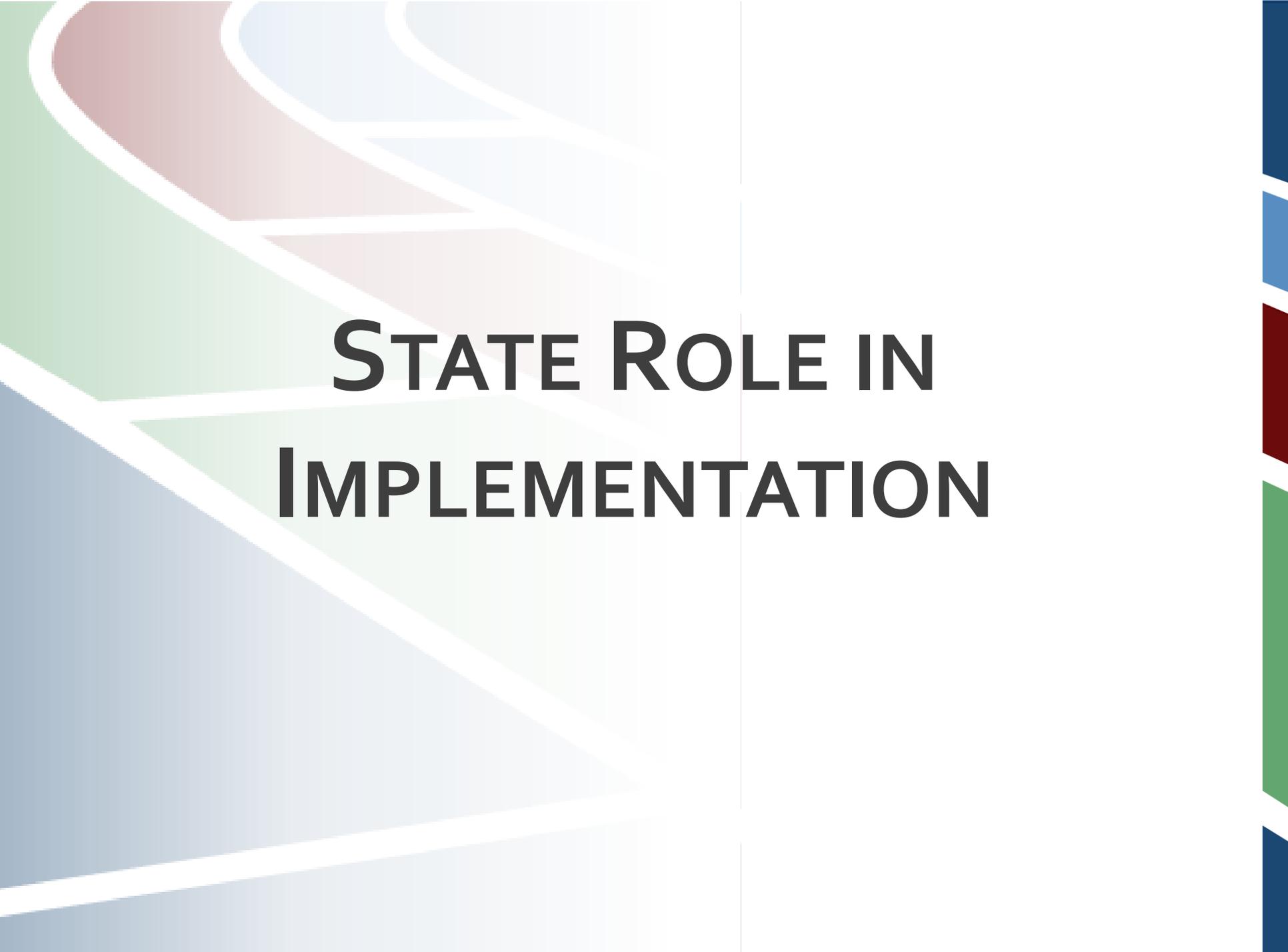
May	June	July	August
<p>Retention/ dismissal decisions final</p>	<p>State test data released</p>		<p>Final evaluation ratings set</p>



SUMMATIVE RATING PROCESSES

		Practice Rating			
		4	3	2	1
Outcome Rating	4	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	3	Exemplary	Proficient	Proficient	Below Standard
	2	Developing	Developing	Developing	Below Standard
	1	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Element	Index Score	Weight
Element 1	3	20%
Element 2	2	15%
Element 3	4	10%
Element 4	2	30%
Element 5	3	25%
WEIGHTED SCORE		2.65



STATE ROLE IN IMPLEMENTATION

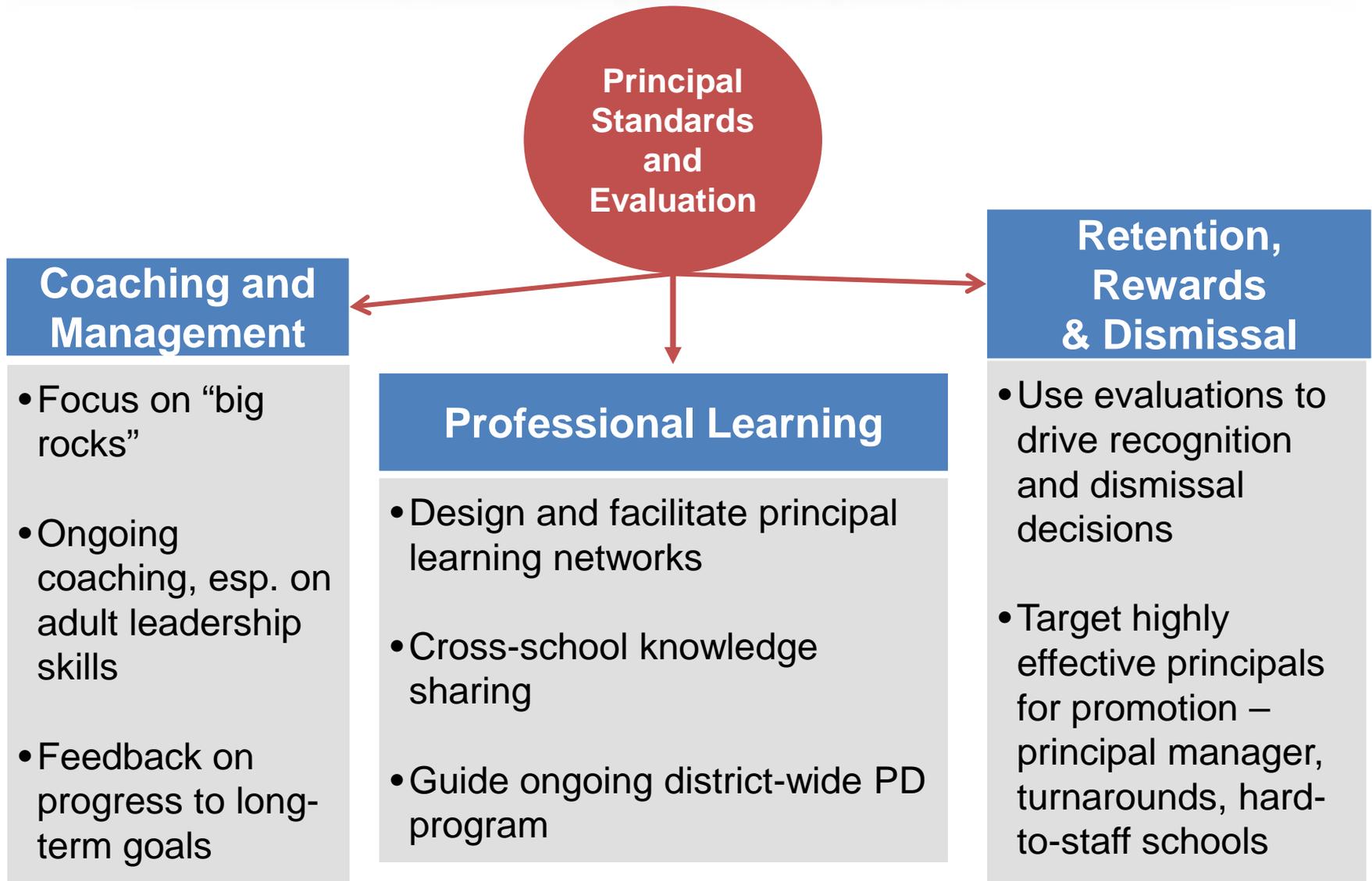


KEY SUPPORTS FOR DISTRICTS

- Detailed State models for adoption/adaptation
- Library of strong evaluation tools (rubrics, survey items, student outcome measure exemplars, evaluation process forms)
- Evaluation and data systems investments, allowing all evaluators to enter and manage evaluation content online
- Case studies of effective implementation
- Supports for districts struggling with design or implementation



ROLE OF THE PRINCIPAL MANAGER





STATE CHALLENGES AROUND PRINCIPAL MANAGERS

Evaluator training, especially for distributed/online delivery

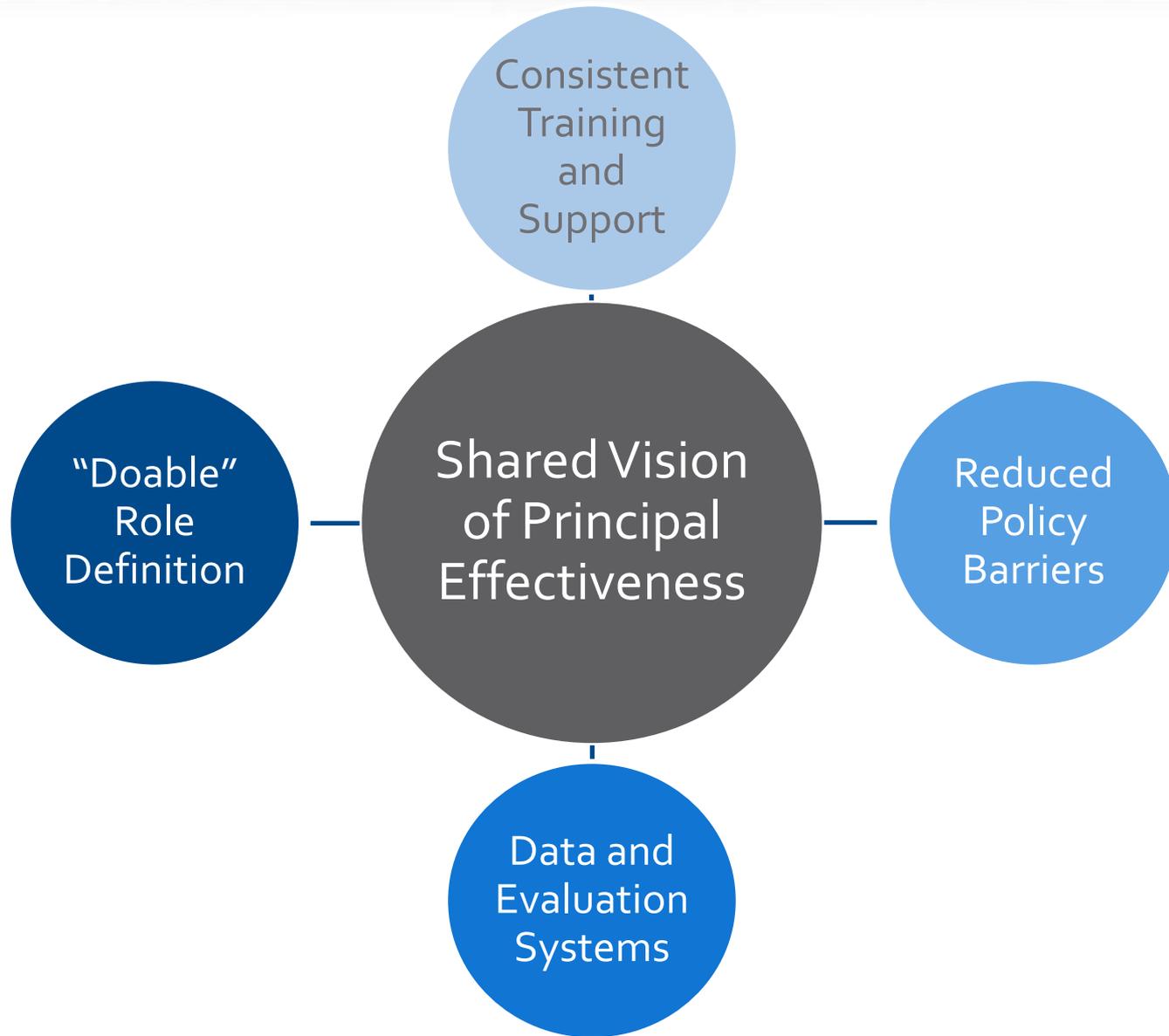
- Consistent statewide growth model on State tests
- Designing robust examples of evidence, while avoiding “checklist”
- Providing guidance and skills on student outcomes goal setting

“Principal manager” job design

- Accountable for student outcomes at managed schools
- Scope of management responsibility – number of schools, other responsibilities
- Focus on principal coaching and development, not just accountability
- Ability to see into human capital management at the school level



SUPPORTS FOR PRINCIPALS





ALIGNING PRINCIPAL STANDARDS

examples

		Preparation	Certification	Evaluation
Principal Instructional Standards	Instructional Leader	<ul style="list-style-type: none"> ▪ Track record of using data to inform decisions ▪ Can identify strong instructional practice 	<ul style="list-style-type: none"> ▪ Demonstrates ability to use data to inform instruction ▪ Demonstrates ability to align curriculum 	<ul style="list-style-type: none"> ▪ Implements consistent classroom practice ▪ Establishes common classroom planning
	Human Capital Manager	<ul style="list-style-type: none"> ▪ Track record of adult management ▪ Grows in understanding from classroom manager to school manager 	<ul style="list-style-type: none"> ▪ Demonstrates ability to identify instructional leaders ▪ Demonstrates ability to provide feedback 	<ul style="list-style-type: none"> ▪ Hires aligned staff ▪ Manages staff performance ▪ Provides frequent feedback & learning structures for staff
	Culture Developer	<ul style="list-style-type: none"> ▪ A belief that all children can succeed at high levels 	<ul style="list-style-type: none"> ▪ Demonstrates an ability to implement a school-wide code of conduct 	<ul style="list-style-type: none"> ▪ Builds adult responsibility for school success ▪ Insists on high aspirations



PILOT AND CONTINUOUS IMPROVEMENT

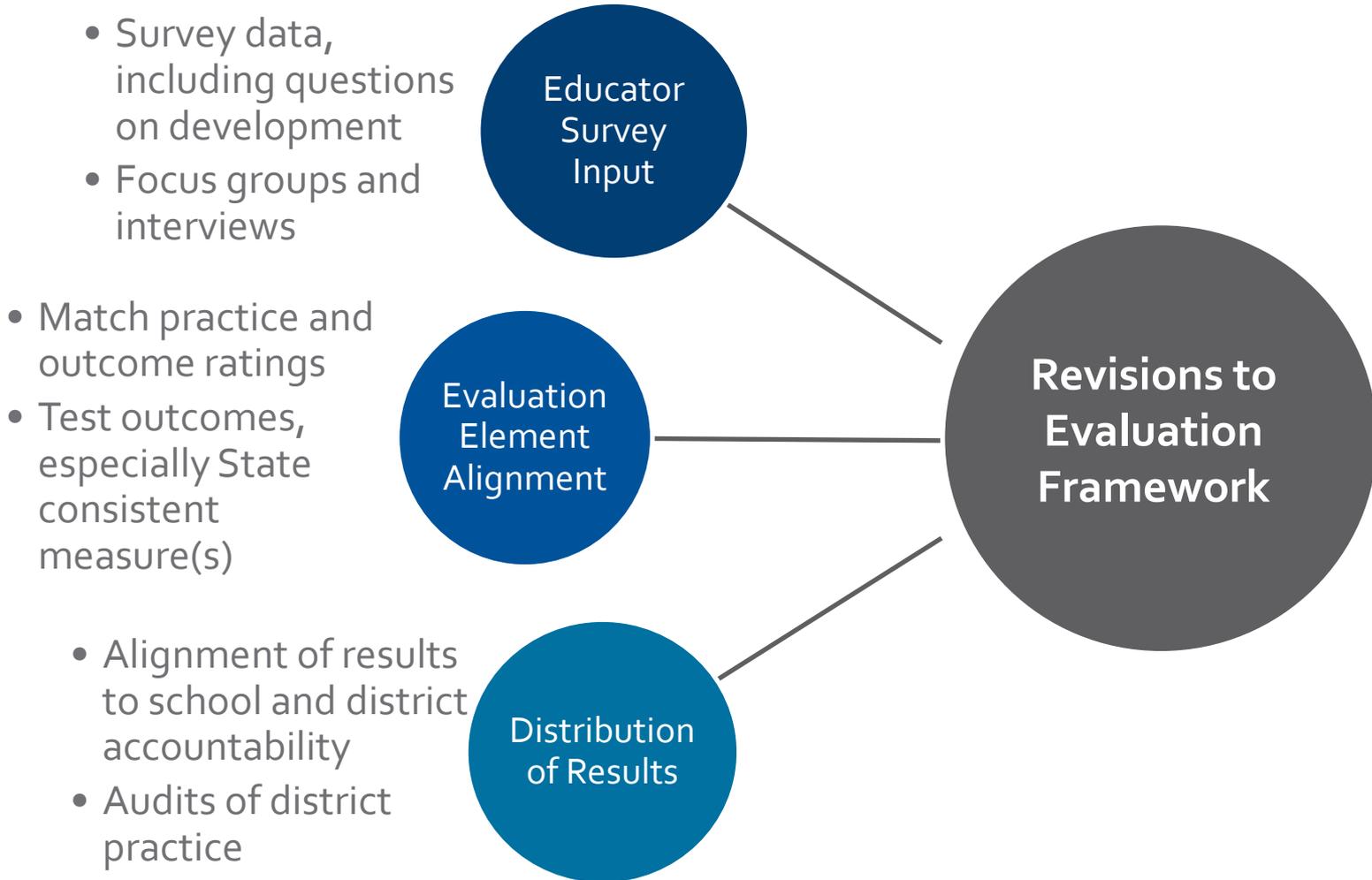




TABLE DISCUSSION

With your table group, discuss the guiding questions below and be ready to report out to the full group:

- Your strongest example of an implementation support for principal evaluation
- Your biggest question or concern about principal evaluation implementation

Guiding Questions:

- Do districts have the tools and supports they need to design and implement new principal evaluation systems?
- Do principal evaluators/managers across your State have the skills and info needed to conduct rigorous evaluations and ensure successful principal development?
- Do you have in place strong systems and information for continuous improvement of your principal evaluation framework?

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APPENDIX



GOALS FOR INCLUDING LOCAL MEASURES OF STUDENT GROWTH

- Move goal-setting closer to those with direct knowledge of individual schools
- Set targets that are difficult to establish for all schools at the State level
- Allow managers to vary targets and goals based on school context and trajectory
- Include additional assessments used at the district level as part of a “multiple measures” approach
- [Others?]



IMPLEMENTATION: EXAMPLES FROM STATES

Build capacity

- Create/recommend strong State model rubrics for principal practice or for principal certification as part of prep programs
- Develop trainings for principals and principal evaluators around new principal evaluation expectations and building real shared language around new standards
- Convene principal prep programs to talk about program design and assessing candidates for principal-readiness and certification

Hold districts accountable

- Track the long term correlation between principal practice ratings and student outcomes in new principal evaluation systems
- Create a transparent dashboard of prep program outcomes (% of certified candidates that become school leaders, performance of graduates in terms of evaluation and/or student outcomes)
- Track district Title II investments on leadership compared to leadership evaluation results and student outcomes



QUESTIONS?



THANK YOU