Welcome to the Webinar!

SEA Communities of Practice: Principal Evaluation

We will be starting soon.
SEA Communities of Practice: Principal Evaluation

July 18, 2012
The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.
Matt Clifford, Ph.D.
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Key Components in Principal Evaluation Systems Design

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National Charter School Resource Center
Webinar on Principal Evaluation Design
July 18, 2012
The National Center for Teacher Quality

- Provides high quality technical assistance to state education agencies and regional comprehensive centers on teacher and leader quality issues
- Produces useful research briefs and other guidance supporting improved policies and practices
- Strengthens networks of state-level staff to promote better policies and practices
90,000 public school principals

98,706 public schools

3 million teachers

55 million PK-12 public school students

U.S. Census, 2011; Battle and Gruber, 2010; Gates et al., 2002
What we know about current principal evaluation practice

• Principals report having **few sources of feedback**.

• Principals view evaluation as having **little impact** on their sense of accountability or practice.

• Performance assessments are **inconsistently administered**.

• Performance assessments are not **often aligned** with existing professional standards, and lack psychometric research.

• Principal performance assessment is not implemented in ways that maximize rating consistency, validity, and impact.

Federal and State Policy Emphasis

Federal initiatives
- Race to the Top (RTTT)
- Teacher Incentive Fund (TIF)
- School Improvement Grants (SIG)
- ESEA Waiver Guidelines

State policies
- 34 states recently passed principal evaluation improvement policies

ESEA Waiver Principles

To receive ESEA flexibility, an SEA must submit an ESEA waiver request that addresses each of the following four principles, to increase the quality of instruction for students and improve student academic achievement in the State and its LEAs. In the SEA’s request, the SEA must describe how it will ensure that LEAs will fully implement these principles, consistent with the SEA’s authority under State law and the SEA’s request.

1. College- and Career-Ready Expectations for All Students

2. State-Developed Differentiated Recognition, Accountability, and Support

3. Supporting Effective Instruction and Leadership

4. Reducing Duplication and Unnecessary Burden
Four Principal Evaluation System Qualities

- **Accurate:** Assures valid and reliable measures and results
- **Fair:** Reflects the comprehensive and varied nature of the work
- **Useful:** Supports principal growth and learning
- **Sustained:** Continuously improved and supported for the long term


Download the free guide and use the interactive site at [www.tqsource.org](http://www.tqsource.org)
The Practical Guide: Seven Components for Systems Design

1. **Define system goals**
2. **Select measures**
3. **Determine system structure**
4. **Select and train evaluators**
5. **Ensure data integrity, transparency and integration**
6. **Evaluate the system**
7. **Create and enact communication plan**
Practice Guide to Designing Comprehensive Principal Evaluation Systems

What the Guide does:
• Presents a framework for principal evaluation (see “The Ripple Effect”)
• Facilitates informed decision-making
• Summarizes national policy contexts
• Synthesizes research on performance evaluation systems design and leadership effectiveness
• Focuses on key components and questions that drive evaluation design
• Provides links to TQ Center resources (e.g., Guide to Evaluation Practices, State Database Tool), state/district case examples, definitions of terms

How the Guide was written:
• Informed by state and district design processes
• Research review
• Written and reviewed by evaluation systems designers, national professional association staff, and researchers
Component Example: Specifying System Goals

Overarching Design Questions

1. What are the goals and purposes of the evaluation system?
2. Are the goals explicit, well-defined and clearly articulated for stakeholders?
3. Have the evaluation goals been aligned to the state strategic plan, the principal evaluation systems design communications plan, principal preparation and professional development initiatives, and pertinent school improvement initiatives?
4. What is the definition of an effective principal, and how does it align with the definition of an effective teacher?
5. What standards will drive evaluation design?

Weighing Goal Choices
- Improvement of practice?
- Decisions about competency?
- Articulating state/district priorities?
Component Example: Selecting Measures

Overarching Design Questions

1. Have measures been selected in light of key criteria (e.g., alignment to system purposes, strength of measures, use across contexts)?
2. Will student growth in tested subjects and other outcomes measures be factored into principal evaluation, and if so, how will they factor into principal evaluation?
3. Will student growth in non-tested subjects be included in principal evaluation, and if so, what weight will they be given?
4. To what degree will principal practice measures (e.g., observations, school climate surveys, 360-degree evaluations) be included?

Embedded Questions
What is a “technically sound” measure?
What are commonly used practice and outcomes measures?
How, if at all, should the evaluation system be differentiated?
What measures should be used, and when, to evaluate?
How evidence be weighted?
Read the paper at: http://www.air.org/files/1707_The_Ripple_Effect_d8_Online.pdf
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<tr>
<th>Domain</th>
<th>Practice Measurement Examples</th>
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| Creating a mission and vision              | School climate survey  
360-degree assessment  
Evidence of SIP progress                  |
| Improving instructional quality            | Observations of teacher evaluation, data review  
Instructional quality measures  
Evidence of SIP progress  
360-degree assessments  
School climate survey                      |
| Efficiently managing resources             | Fiscal review  
Safety and compliance record                                  |
| Creating safe learning environments        | Student survey  
School climate survey  
Evidence of SIP progress  
Parent/community survey                     |
| Developing strong community relationships  | Evidence of SIP progress  
Parent/community survey                                         |
| Acting in a professional and ethical manner| 360-degree assessments  
Portfolio review                                                   |

Examples from Iowa, North Carolina, Tennessee, Delaware, New York City, Hillsborough, Pittsburgh, Round Rock
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<td>360-degree assessments</td>
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<td>Student Learning</td>
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<td>Interim assessment measures</td>
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<td>Student learning objectives achievement</td>
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For reviews of practice surveys, see: [http://www.air.org/expertise/index/?fa=viewContent&content_id=1493](http://www.air.org/expertise/index/?fa=viewContent&content_id=1493)

For reviews of climate surveys, see: [http://www.air.org/focus-area/education/index.cfm?fa=viewContent&id=135&content_id=1869](http://www.air.org/focus-area/education/index.cfm?fa=viewContent&id=135&content_id=1869)
More information and resources

National Comprehensive Center for Teacher Quality: [www.tqsource.org](http://www.tqsource.org)

Briefs on principal evaluation design and instruments: [http://www.air.org/focus-area/education/?id=135](http://www.air.org/focus-area/education/?id=135)
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Questions?

Raise your hand or enter your question in the chat box on the left side of your screen.
Thank you for participating.

• Continue the conversation at the meeting of SEA Project Directors next week or online through the CSP Exchange: http://www.charterschoolcenter.org/group/csp-exchange.

• This webinar will be archived at the following website: http://www.charterschoolcenter.org/webinars/

• Please share your feedback with us through the evaluation.
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