Principal Evaluation Research and Design: Key Questions Addressed by This Session

• What are the purposes of evaluation systems?
• What should be assessed?
• What are some measurement approaches?
• How will practice and outcome measures be combined for overall evaluation?
A Framework for Principal Impact

**District Context**

**School Conditions**
- Set goals and expectations.
- Establish culture.
- Manage teacher talent.
- Support instructional program.
- Create safe school.

**Principal Background**

**Principal Practice**

**School Context**

**Teaching Quality**

**Student Achievement**
Formative

• Formal or informal formative assessment provides opportunities to receive and use feedback about practice so that principals have opportunities to improve practice.
  ▪ Walkthroughs by coaches or other staff, with feedback given
  ▪ Data committee meetings with district staff
  ▪ Surveys about instructional leadership or performance (e.g., VAL-ED, Comprehensive Assessment on Leadership for Learning [CALL], parent surveys)
  ▪ Coach or mentor feedback
  ▪ Professional development feedback

Summative

• A formal and final assessment of principal performance that involves some scoring and reflection on performance.
What Should Be Assessed?

- **Competencies**: The knowledge, skills, and abilities leaders need to possess or develop to meet school and district performance objectives.

- **Outcomes**: Measurable individual and organizational results that leaders are expected to achieve.
A Standards-Based Evaluation

- **Explicit standards** for what principals should know and do
- **Rubrics specifying** levels of performance and related behaviors
- **Multiple evidence sources**
  - Observations, portfolio, or document reviews
  - 360-degree leadership quality assessments (e.g., VAL-ED, CALL)
  - School climate surveys (e.g., Working Conditions Survey, school climate surveys)
- **Evaluator training** for consistency and useful feedback

What Are Some Measurement Approaches?
What Are Some Measurement Approaches?

Outcomes

Student Achievement on Tests

• State and district assessments
• Attainment, gain, value-added

Other Outcomes

• Graduation, attendance, retention rates (teacher and student), college readiness
• Teacher and parent surveys (climate)
<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimensions</th>
<th>Measurement</th>
<th>Rating</th>
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</table>
| Leadership Development  | • PD Participation  
• Successful Completion of Personal PD Plan  
• Mentoring/coaching other school leaders | • District & school PD records  
• Indicators  
• Records of mentoring/coaching activities & ratings by mentees | 1-4 (20%)   |
| Leadership Practice and Quality | • Instructional  
• Human Capital  
• Community  
• Building Management | • Evaluator judgments based on evidence & rubrics describing 4 performance levels  
• 360 degree tool | 1-4 (20%)   |
| Teaching Conditions     | • School Climate  
• Retention of Effective Teachers  
• Implement District Instructional Strategies | • Teacher/Student climate survey  
• Retention rate of high value-added teachers  
• Monthly walk-throughs by district program specialists | 1-4 (20%)   |
| Student Achievement     | • School Productivity  
• Improvement in Attainment  
• Improvement in Graduation Rate  
• Achievement Gap Reduction | • School value-added  
• Increase in attainment on state assessments  
• Increase in graduation rate  
• Increase in proficient/advanced scores for sub-groups with lower initial proficiency | 1-4 (40%)   |
What Process Can Combine Practice and Outcome Measures for Overall Evaluation?

Performance Management

- Goal-setting sessions between principal and evaluator with timeline for meeting goals
- Agreed upon, multiple measures for goal completion (qualitative and quantitative), i.e., scorecard
- Formative feedback, coaching, and targeted professional development
- Evaluation of practice and outcomes
- Consequences based on results (remediation, award, advancement)
The Big Picture: Human Capital Management

Pittsburgh Public Schools PULSE Program: Rubrics

Pittsburgh Urban Leadership System for Excellence (PULSE):

- Recruitment
- Training
- Support
- Evaluation
- Improvement
- Compensation

The Connection to the District’s Strategic Plan for Leadership
Pittsburgh Public Schools PULSE Program: Human Capital Alignment

PULSE Components

- Pittsburgh Emerging Leadership Academy (PELA)
- Administrative Induction Program
- Leadership Academy
- Assistant Superintendent Mentoring and Training
- Performance-Based Evaluation
- Performance-Based Compensation
Pittsburgh Public Schools PULSE Program: Performance-Based Evaluation

Pittsburgh Performance Standard Rubric

- Seven standards of the rubric are based on the Interstate School Leaders Licensure Consortium (ISLLC) standards.
  - Standards focus on learning, teaching, and creation of rich learning environments.

- The rubric is designed to evaluate performance on four levels instead of satisfactory and unsatisfactory.
  - New ratings include *rudimentary*, *emerging*, *proficient*, and *accomplished*. 
System Features

• Principals are evaluated at the mid-semester and at the end of the year.
• Evaluations differentiate between novice and experienced principals.
• Process considers self-assessment, assessments from assistant superintendents, and evidence collected by both principals and assistant superintendents.
• Principals receive a rating of rudimentary, emerging, proficient, or accomplished on each of the 27 components.
Evidence Collection

Assistant Superintendents

• 60 percent of assistant superintendents’ time is spent in the schools observing practices and collecting evidence.

Principals

• Collect evidence for both themselves and their assistant principals.
Review the rubric.

1. What is it measuring?

2. What type of evidence is needed to support the rubric component?

Discuss 1 and 2 with partner. Do you agree?

Report out to larger group.
Standard 2: **The Culture of Teaching and Learning**: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rudimentary</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
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| 2a Maintaining a School-wide Focus on Teaching and Learning | There is little or no evidence that the school leader/district leader:  
- Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  
- Has a working knowledge of district's curriculum design, implementation, evaluation and refinement  
- Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  
- Protects the teaching and learning process from issues that distract from instruction and student learning  
- Fully implements district or program initiatives and curricula | There is limited evidence that the school leader/district leader:  
- Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  
- Has a working knowledge of district’s curriculum design, implementation, evaluation and refinement  
- Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  
- Protects the teaching and learning process from issues that distract from instruction and student learning  
- Fully implements district or program initiatives and curricula | There is clear evidence that the school leader/district leader:  
- Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  
- Has a working knowledge of district’s curriculum design, implementation, evaluation and refinement  
- Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  
- Protects the teaching and learning process from issues that distract from instruction and student learning  
- Fully implements district or program initiatives and curricula | There is clear, convincing, and consistent evidence that the school leader/district leader:  
- Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students  
- Has a working knowledge of district’s curriculum design, implementation, evaluation and refinement  
- Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year  
- Protects the teaching and learning process from issues that distract from instruction and student learning  
- Fully implements district or program initiatives and curricula |
Recognizes and rewards the contributions of “top performers.”

• Compensation is no longer rewarded based on seniority.
• Principals are compensated based on their performance and student achievement outcomes.
  ▪ Achievement bonus
  ▪ Performance increment
Pittsburgh Public Schools PULSE Program: Performance-Based Pay

**Bonus Structure**

**Achievement Bonus**
- Based on demonstrating growth in student achievement
- One-time payment up to $10,000

**Performance Increment**
- Maximum increment of $2,000
- Becomes part of the base pay

Maximum eligible payout: $12,000
Measures Used for Achievement Bonus

• Based on demonstrating growth in student achievement
  ▪ VAM
    ▪ State and Local Assessment Outcomes
    ▪ Specific to school configuration
Impact of Ratings

• Salary increases
• Assessment of continued placement in a principal position
  ▪ Demotion
  ▪ Resignation
  ▪ Retirement
• Assessment of needs for additional support and professional development
Revisions and Their Impact

Refinement of the Rubric

- Reduced number of focused components
- Focus on teaching and learning environment and human capital
- Principals now able to focus efforts on the areas that have been found to be most closely linked to student achievement

Implementation of High-Need School Criteria

- The district will now be able to more clearly identify the most effective principals.
Questions?
Principal Evaluation Research


Resources

Websites

• New Leaders for New Schools
  http://www.nlns.org

• Center for Educator Compensation Reform
  http://www.cecr.ed.gov/

• Strategic Management of Human Capital
  http://www.smhc-cpre.org/