



MARZANO Research

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District Implementation of Administrator Evaluation Systems

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EXECUTIVE SUMMARY OF FINDINGS

As part of a larger study, Marzano Research administered a survey and conducted interviews with administrators to support the Michigan Department of Education (MDE) in understanding best practices related to administrator evaluation and in examining district implementation of administrator evaluation systems. Results of the study will inform MDE efforts to support districts as they implement administrator evaluation systems.

The survey and interview results show that administrators were generally informed of the evaluation systems used in their districts, that they understood the evaluation process and the components on which they are evaluated, and that they were provided with feedback. All findings are related to administrators' experiences in being evaluated during the 2017/18 school year. Marzano Research has identified the following key findings:

What administrator evaluation systems, and associated resources to support administrators, were implemented across Michigan?

- Administrators were most often evaluated with the Michigan Association of Superintendents & Administrators (MASA) School ADvance Administrator Evaluation System.
- Across evaluations, components that were used most often included rating categories and evaluation rubrics.
- Administrators reported that their evaluation systems assessed areas of leadership, student achievement, and data use.
- Administrators most often self-identified as the individuals responsible for providing evidence about their performance to inform their evaluation ratings.
- The most common student measure reported for the 2017/18 school year was student growth data.
- Most administrators reported that 20–39 percent of their ratings was based on student data.

To what extent is having access to resources and supports associated with administrators' perceptions of the evaluation process?

- Administrators who had access to training resources also had a clearer understanding of the evaluation systems and processes.
- Administrators who had access to training resources also tended to believe that the purpose of evaluations was to improve their practice and the support they provided to teachers.
- Administrators who had access to training resources also tended to have more positive perceptions of their evaluation systems and rubrics.
- Administrators who believed that the evaluation process was meant to improve their practice tended to have more positive perceptions of their feedback and growth goals.
- Administrators who had access to coaching also tended to believe they received better feedback.

To what extent did implementation of evaluation systems, and associated resources, differ across urban and nonurban settings in Michigan?

- The MASA School ADvance Administrator Evaluation System was used more often in nonurban settings.
- Superintendents provided evidence in the evaluation process more often in nonurban settings.
- Student growth was more likely to be included in urban administrators' evaluations.

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INTRODUCTION AND LITERATURE REVIEW

As part of a larger study for the Michigan Department of Education (MDE), Marzano Research conducted supplementary research activities to support MDE in understanding best practices related to administrator evaluation and in examining district implementation of administrator evaluation systems. Results of the study will inform MDE efforts to support districts as they implement administrator evaluation systems.

The purpose of these research activities is to answer the following research questions:

1. What administrator evaluation systems, and associated resources to support administrators, were implemented across Michigan?
2. To what extent is having access to resources and supports associated with administrators' perceptions of the evaluation process?
3. To what extent did implementation of evaluation systems, and associated resources, differ across urban and nonurban settings in Michigan?

To address these research questions, Marzano Research begins this report with a literature review that summarizes best practices in administrator evaluation and describes how those practices align to requirements under Michigan's educator evaluation legislation.

Marzano Research also summarizes results from our administrator survey and in-depth interviews. For survey results, we present descriptive statistics that showcase how administrator evaluation was implemented across Michigan. Following MDE's request, we also disaggregate survey results by urban (city and suburban) and nonurban (town and rural) locales. When appropriate, we present group comparisons to convey differences in administrator evaluation implementation. In addition, we use findings from our interviews with Michigan administrators to contextualize and expand on survey results. For instance, if survey results indicate that administrators perceived the evaluation feedback to be of low quality, we present interview responses that reveal how feedback could be more helpful. We conclude our report by providing actionable suggestions related to how MDE can support districts in the implementation of administrator evaluation systems.

BACKGROUND

In 2015, Michigan passed Senate Bill 103, which, in section 1249b, added additional requirements for the performance evaluation of building-level school administrators. In this process, administrators must receive a performance rating annually based on a professional practice system that includes multiple categories. In addition, student growth and assessment data must be included in the administrators' performance rating. Results from the evaluation should be used in the decision-making process regarding promotion, retention, and professional development, as well as the removal of ineffective administrators (Mich. S. B. 103, 2015).

In order to inform decision-making as the new legislation goes into effect across the state, MDE contracted with Marzano Research to better understand how administrator evaluation systems are being implemented at the district and public school academy (PSA) level. MDE will also use findings from this work to inform ongoing and future supports to districts and PSAs.

LITERATURE REVIEW

As a foundation for the literature review, Marzano Research used Michigan Senate Bill 103 (2015), section 1249, to identify the administrator evaluation requirements outlined by the State of Michigan. Then, we used relevant search engines (e.g., EBSCO, ERIC, Google Scholar, and ProQuest) to identify studies in which researchers reviewed evaluation systems for school administrators (Clifford, Behrstock-Sherratt, & Fetters, 2012; Condon & Clifford, 2012; Herman et al., 2017; Kimball, Arrigoni, Clifford, Yoder, & Milanowski, 2015; Michigan Council for Educator Effectiveness, 2013; Wallace Foundation, 2009). We next compiled a list of administrator evaluation tools that were identified as effective in at least one of the studies. Components commonly included in these tools are a performance rating scale, recommendations for an evaluation cycle, professional growth goal-setting, feedback from stakeholders, use of student data, and training.

Marzano Research also developed a list of best practices and roles for school administrators, which we used to inform our survey and interview protocols. This list included, for example, facilitating the school vision, sustaining an instructional program that promotes student learning and staff professional growth, developing organizational management, fulfilling responsibilities related to community relations, connecting with a mentor/coach, developing an effective feedback loop, and focusing on using data in decision-making (Catano & Stronge, 2007; Clifford et al., 2012; Clifford, Hansen, & Wraight, 2014; Young et al., 2013; Davis, Kearney, Sanders, Thomas, & Leon, 2011; Kimball et al., 2015; National Policy Board for Educational Administration [NPBEA], 2015; Wallace Foundation, 2009).

Overall, Marzano Research found that the importance of administrator effectiveness has been well supported, and studies demonstrate that leaders can be powerful drivers in the improvement of education outcomes. In particular, scholars have found that school administrators, with their knowledge and actions, influence both school performance (e.g., school climate, teacher efficacy, and instructional strategies) and student learning (Clifford et al., 2014; NPBEA, 2015; Herman et al., 2017). Increasing confirmation of the importance of administrators' contributions to school success has led to an interest in identifying and supporting effective administrators through evaluation systems. State education agencies are developing and supporting administrator evaluation systems to differentiate effectiveness and place greater emphasis on the utility of evaluation results to inform professional growth (NPBEA, 2015).

Comparing Michigan Senate Bill 103 Requirements with Other Research-Based Evaluation Tools

Using a framework of components identified from the literature review, Marzano Research summarized the requirements set forth in Michigan Senate Bill 103 (2015), section 1249, regarding school administrator evaluation (Table 1). In addition, we compared the requirements with the identified research-based tools to show alignment within the framework. In this alignment, we first outline summary recommendations from the Michigan Council for Educator Effectiveness (MCEE, 2013) report *Building an Improvement-Focused System of Educator Evaluation in Michigan: Final Recommendations*. When appropriate, we also include specifics from other research-based tools for administrator evaluation, identifying the tools by number from the lists below. Tools considered for this summary table include the two evaluation tools recommended by MDE:

1. Michigan Association of Superintendents & Administrators (MASA) School ADvance Administrator Evaluation System
2. Multidimensional Leadership Performance System

We also reviewed the following research-based tools:

3. Alabama Continuum for Instructional Leader Development
4. Vanderbilt Assessment of Leadership in Education
5. School Administrator Performance Evaluation System (SAPES)
6. Brevard District Leadership Performance Appraisal System
7. Ohio Principal Evaluation System
8. Denver Public Schools School Leadership Framework
9. The Denver Plan (LEAD Growth and Performance System)
10. Delaware Performance Appraisal System (DPAS-II for Administrators)
11. Florida School Leader Assessment (FSLA)
12. Marzano Focused School Leader Evaluation Model

Across these 12 evaluation systems, Marzano Research identified six key components that were commonly included. Recommendations for these components are presented alongside requirements identified in Michigan Senate Bill 103, section 1249.

Table 1. Comparison of Mich. S. B. 103 requirements with research-based recommendations

Mich. S. B. 103 Requirement	Research-Based Recommendation
<i>Performance Rating Scale</i>	
The law specifies four levels: highly effective, effective, minimally effective, ineffective (Sec. 1249[1][b])	<ul style="list-style-type: none"> • MCEE recommends three levels. • Tools include recommendations for: <ul style="list-style-type: none"> ○ Four levels (1, 2, 6, 7, 8, 10, 11) ○ Five levels (3, 4, 12) ○ Seven levels (9)
<i>Evaluation Cycle</i>	
The law requires evaluations at least annually while providing timely and constructive feedback (Sec. 1249[1][b]).	<ul style="list-style-type: none"> • MCEE recommends that formative as well as summative evaluation be included, based on the cycle: before 10/1, by 2/1, and end of year. • Most tools do not specify a specific cycle, but one system (10) specifies a goal-setting conference, a midyear conference, and a summative conference. Another (5) includes interim and summative assessments.

Mich. S. B. 103 Requirement	Research-Based Recommendation
Professional Growth Goals	
<p>The law does not specifically address professional growth goals, but it refers to administrators being “given ample opportunities for improvement” (Sec. 1249[1][d][i]) and “providing relevant coaching, instruction support, or professional development” (Sec. 1249[1][d][ii]), although these requirements are more related to retention and promotion than they are to setting professional growth goals.</p>	<ul style="list-style-type: none"> • Although MCEE does not have specific recommendations: <ul style="list-style-type: none"> ○ One MDE-recommended tool (1) includes having administrators reflect on “where am I right now in my learning and performance?”; “where should I focus next to learn, grow, and improve?”; and “how should I proceed to reach that next level of performance?” ○ The other (2) includes a Differentiated Professional Growth Plan and follow-up support for leaders of all levels, based on consistent use of the tool. • One tool (3) includes “planning for continuous improvement.” • Another tool (10) supports professional growth by helping evaluators and administrators identify areas for growth and opportunities to enhance skills and knowledge.
Stakeholder Feedback	
<p>The law does not address stakeholder feedback.</p> <p>For evaluation tools other than those recommended by the state, section 1249(3)(e) refers to “the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.”</p>	<ul style="list-style-type: none"> • MCEE recommends including student, parent, and teacher feedback. • Eight tools (3, 4, 5, 6, 9, 10, 11, 12) include input from various stakeholders. • Four tools (1, 2, 7, 8) do not specify including stakeholder feedback.
Student Data	
<p>Student growth and assessment data “may include student learning objectives, achievement of individualized education program goals, nationally normed or locally developed assessments that are aligned to state standards, research-based growth measures, or alternative assessments that are rigorous and comparable across schools within the school district, intermediate school district, or public school academy” (Sec. 1249[1][c]).</p>	<ul style="list-style-type: none"> • MCEE recommends that student growth not account for more than 50 percent of the evaluation. • All tools include student data as a component of the evaluation. • Those that specify a percentage refer to student data being 50 percent (6, 7, 9) or at least 50 percent (11) of the administrator evaluation.

Mich. S. B. 103 Requirement	Research-Based Recommendation
<i>Training</i>	
<p>For evaluation tools other than those recommended by the State, section 1249(3)(f) refers to providing a description of “the plan for providing evaluators and observers with training.”</p>	<ul style="list-style-type: none"> • MCEE recommends that those who conduct administrator evaluations be properly trained and that retraining be required every three years. • All tools presented above include available training.

METHODS

To address the research questions, Marzano Research developed a survey and an in-depth interview protocol to gather information about administrator evaluation systems and their implementation in Michigan. The survey and interview protocol development were informed by the aforementioned literature search on best practices in administrator evaluation and review of the requirements for administrator evaluation under Michigan legislation (Mich. S. B. 103, 2015). The survey and interview protocols are provided in Appendix A.

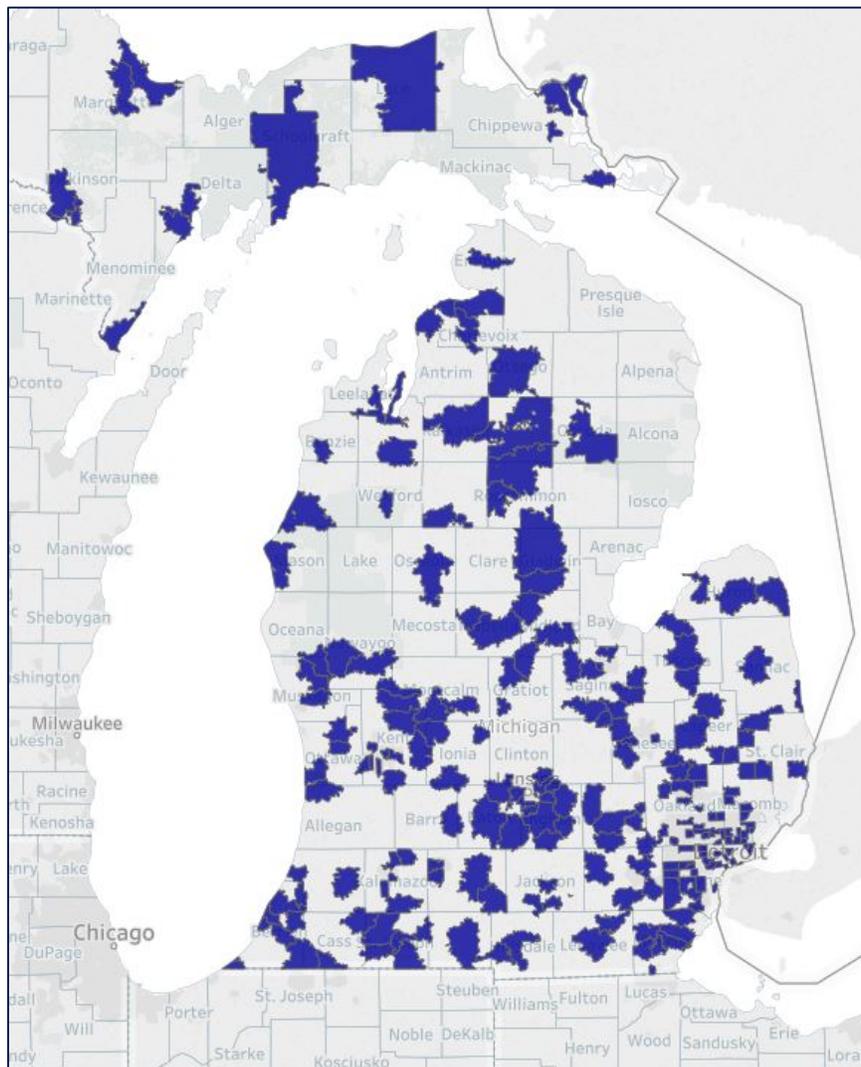
SURVEY SAMPLE

Marzano Research drew a random sample from approximately 3,900 administrators serving in Michigan during the 2017/18 school year. MDE identified key subgroups of interest by both region and *priority school* designation—priority schools are those schools on MDE’s high-priority list due to poor performance. MDE staff also indicated that it might be desirable to compare the perspectives of education leaders between locales (i.e., rural, town, suburban, and urban settings). Hence, when identifying our survey sample, Marzano Research considered locale, school level, and priority status. Three hundred and ninety-nine administrators (32 percent of administrators who received the survey and 10 percent of all administrators in Michigan) responded to the survey, representing various school levels, locales, and regions (Table 2; Figure 1). Responses to all survey questions can be found in Appendix B.

Table 2. Survey respondent distribution represented by school level and locale

School Level	Locale	Respondents
Primary (n = 256)	City	86
	Rural	50
	Suburb	71
	Town	49
Secondary (n = 143)	City	28
	Rural	47
	Suburb	26
	Town	42
Total		399

Figure 1. Survey response distribution across Michigan



INTERVIEW SAMPLE

To identify a sample for interviews, Marzano Research added a question to the survey that asked administrators if they would be willing to provide additional feedback on their experiences in being evaluated during the 2017/18 school year. Following an MDE suggestion, we identified a 2-week time period for conducting interviews. MDE had indicated that, based on previous consultations, the last week of July and first week of August would be ideal times to schedule interviews with Michigan administrators. We conducted interviews with 29 administrators, based on their availability. As in our approach to collecting perspectives from administrators via the survey, we aimed to gather rich, contextual interview data from administrators who represented the diversity of Michigan school districts. We prioritized interviews based on locale (Table 3).

Table 3. In-depth interviews: Willingness and participation across locales

<i>Locale</i>	<i>Administrators Willing to Be Interviewed</i>	<i>Administrators Interviewed</i>
City	27	7
Rural	22	8
Suburb	23	9
Town	27	5
Total	99	29

Marzano Research endeavored to balance the interview sample across school level (48 percent elementary and 52 percent secondary) and gender (55 percent female and 45 percent male). We also strived to include participants of multiple racial/ethnic identities in the interview sample. However, most interview participants identified as White (86 percent), which is reflective of the population of administrators in Michigan.

FINDINGS

Marzano Research presents our survey and interview findings in three major sections: Statewide Implementation; Differences in Evaluation Experiences; and Urban and Nonurban Implementation. We found that administrators were generally informed of the evaluation systems used in their districts, understood the evaluation process and the components on which they are evaluated, and received feedback. All findings are related to administrators' experiences in being evaluated during the 2017/18 school year.

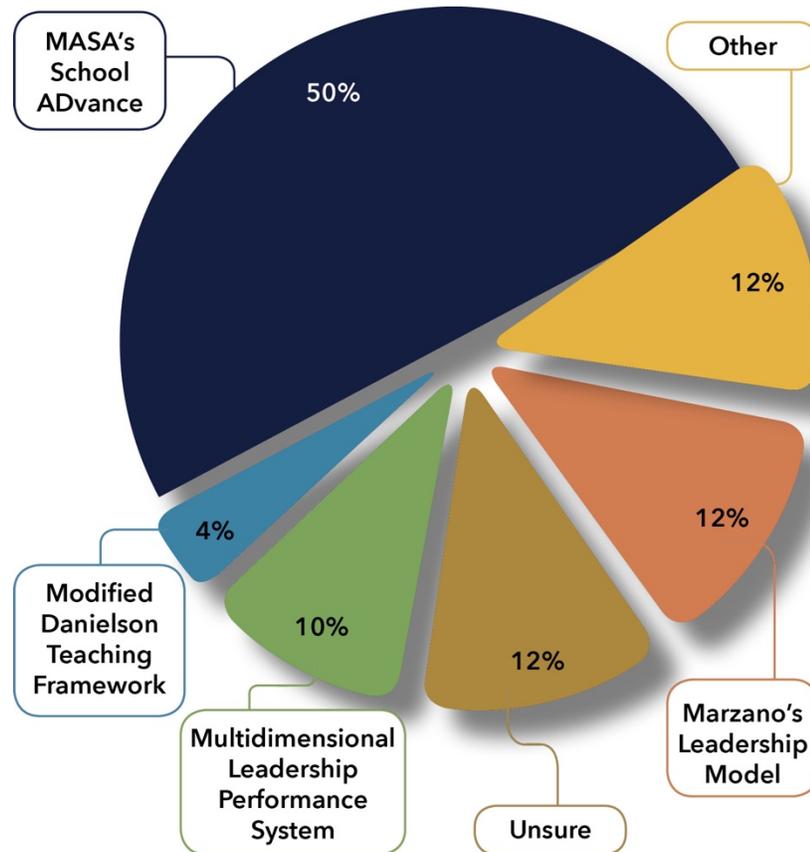
STATEWIDE IMPLEMENTATION

In this section, Marzano Research focuses on describing the implementation of administrator evaluation across Michigan. These descriptions include which administrator evaluation systems were being used; what components, professional practices, evidence, and data were included in evaluations; and who provided input in the evaluation process. We then discuss what student data were used, how much weight was placed on student data, and whether administrators believed that they contributed to student outcomes. Finally, we provide information on administrator feedback, including how often feedback was given, what the perceived usefulness of feedback was, and whether growth goals were believed to be meaningful and attainable.

Which Administrator Evaluation Systems Were Being Implemented in Michigan?

Half of the administrators reported that the Michigan Association of Superintendents & Administrators (MASA) School ADvance Administrator Evaluation System was used to assess their performance for the 2017/18 school year—by far the most commonly used evaluation system. Twenty-four percent of administrators either were unsure as to what system was used in their district, or wrote in another system that was used among less than 4 percent of the sample (Figure 2). A list of reported systems is provided in Appendix B.

Figure 2. The MASA School ADvance Administrator Evaluation System was used most often

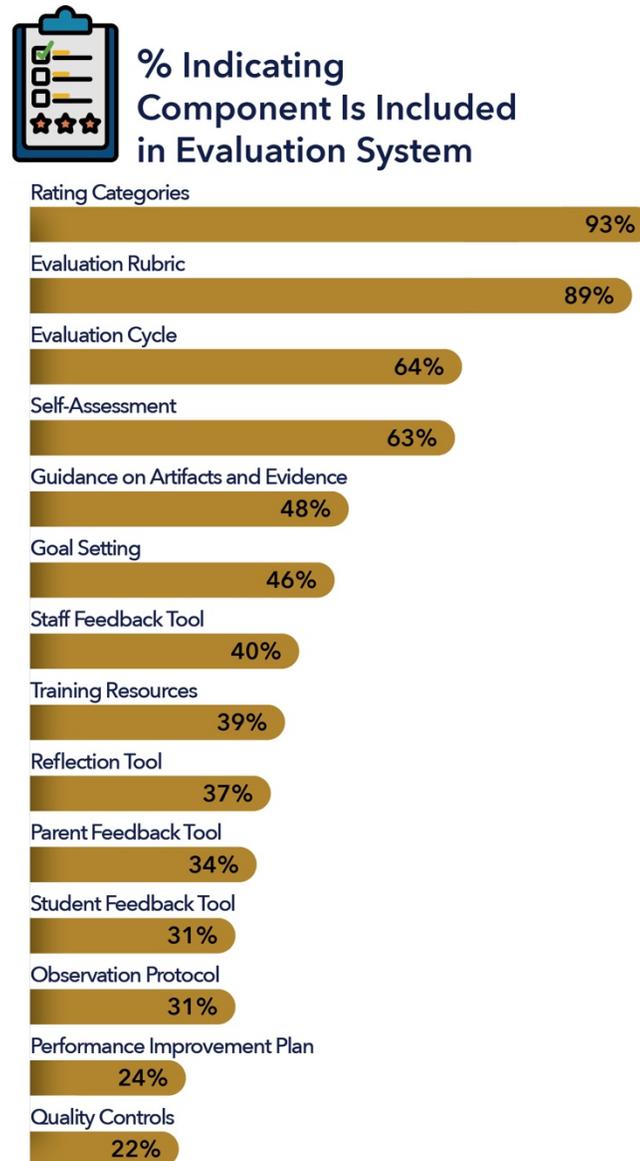


What Components Were Included in the Evaluation Process?

Drawing on a review of the extant literature and commonly used evaluation systems, Marzano Research sought feedback from administrators about what components—those tools and processes that make up an evaluation system, such as a rubric, staff feedback survey, and detailed cycle for when formative and summative reviews should occur—were included in the evaluation systems in their districts or public school academies (PSAs).

Most administrators reported that their evaluation systems included rating categories (93 percent) and evaluation rubrics (89 percent) (Figure 3). In contrast, only a small percentage of administrators reported that their evaluation systems included quality controls (22 percent), such as necessary procedures to ensure that an evaluation system was implemented correctly, and performance improvement plans (24 percent).

Figure 3. Most administrators indicated that the administrator evaluation system included rating categories and an evaluation rubric



To get a better sense of how these components were being implemented, Marzano Research asked interviewees which components were the most and least helpful within their evaluation systems. Administrators conveyed that the opportunity to reflect and self-assess was beneficial. This opportunity was strengthened by feedback from and communication with their supervisors. As one interviewee put it,

For me, having a reference point and then taking the time to self-assess. So yes, it's important to me what my supervisor tells me and focuses on, but prior to our summation meeting, I prep and go through that information, and think about what I've done, and look at my artifacts, and look at my data. And then based on reflection and looking at that, it's a time for me to be

able to go through that and take the time to look at what I think how that meshes, living the daily life that I live here.

Another positive theme that emerged from the interviews came from administrators in districts where efforts were made to reduce the evaluation burden by using one platform to capture all of the evaluation information. Not only did this approach reduce the workload in many cases, it also allowed for a shared vision and cohesiveness across levels when the administrators and teachers used the same system. According to one interviewee,

Well, I do appreciate that everything is in one platform . . . that it's research based . . . that there is at least a link between the way we evaluate our teachers and the way administrators are evaluated. In other words, it's the same platform. . . . To me those are really great strengths.

On the other hand, administrators raised some concerns regarding the components included in the evaluation systems. For example, they mentioned how student achievement as a measure could sometimes provide conflicting results (i.e., district-level assessment versus state-level assessment), which made it more challenging to interpret results related to this component. They further explained that student achievement data provided a limited view of what was going on in their schools:

Data in a school is so subjective because you're working with human beings, and that can fluctuate from cohort to cohort, test to test, that sort of thing. We use data to help drive our practice and our goals, but we also look at other things, other types of data. . . . There's soft data like attendance data and behavior data we look at a lot, especially at this level because at this level you have so many things going on.

Other administrators shared how difficult it was to fully capture their roles and responsibilities using the available components. They explained that measuring leadership or systems management was not straightforward. Administrators often reflected on teacher evaluations and their approaches to classroom observations to evaluate a teacher's performance, but doing so became increasingly difficult when evaluating an administrator, whose classroom is the entire school building and whose duties shift on a daily basis to meet demanding priorities constantly. One interviewee further described this difficulty:

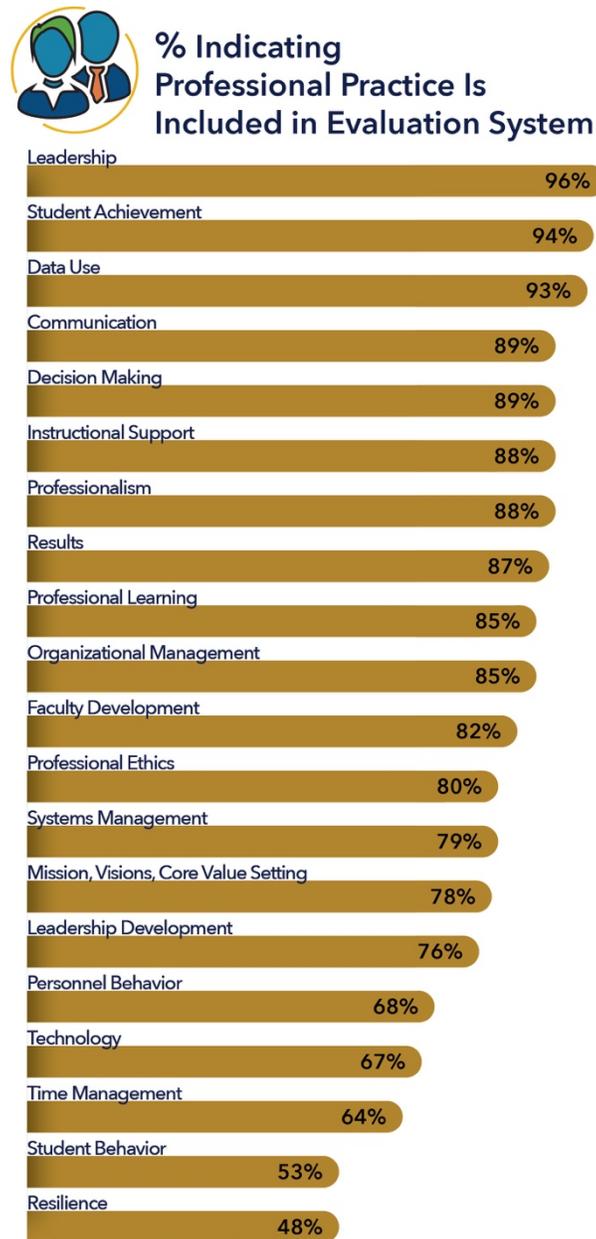
It's just some days, you know, you sit there when you've got . . . a bus is late, you've filed a CPS report on a family at 10:00 a.m., then there's a kid running down the hallway screaming some profanity and you can't get him back. . . . You don't feel like you hit your rubric at all. So, that's where sometimes you get that frustration, because a lot of this is revolving around educational leadership. Sometimes, we're not in that . . . we're managers. I struggle with that. Just the rigidity of it. I go to a place of, "it's not a perfect process." So, the framework is at least putting this on the forefront. Because, if you would have gone back, what? Five, six years? There's nothing. It was just kind of, you're hitting it, or you're not, or maybe you are. I think that, all of these rubrics force a conversation and to keep everything on the forefront. So, I respect that.

What Professional Practices, Evidence, and Data Were Included in the Evaluation Process?

Marzano Research also used the findings from the extant literature review to develop a list of professional practice measures that are commonly included in administrator evaluation systems.

These measures make up a broad range of roles and responsibilities associated with school leadership. The professional practice measures most commonly included in evaluation systems were leadership (96 percent) and support of student achievement (94 percent) (Figure 4).

Figure 4. Administrators reported that professional practices that support leadership, student achievement, and data use were included most often in evaluation systems



During the interviews, conversations regarding professional practices frequently revolved around the importance of administrators being leaders in their respective schools, contributing to student achievement, and using data to inform decision-making. In the words of one interviewee,

The school leader provides a clear vision as to how instruction should be addressed. . . . I think [this] is probably the most powerful because all the rest flows from it.

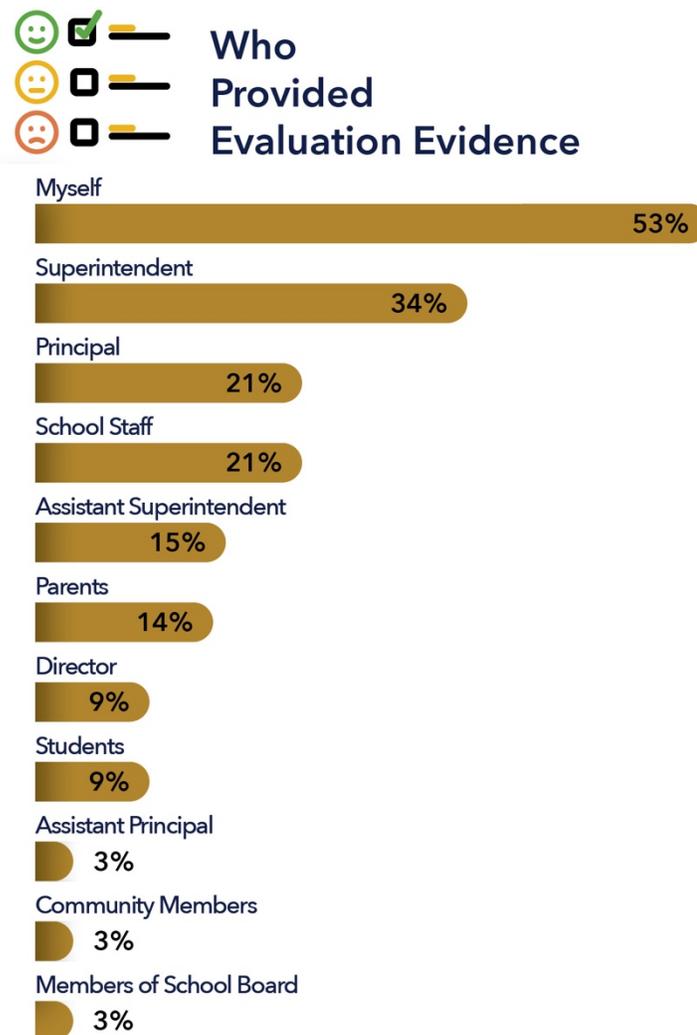
As with evaluation system components, administrators also expressed concern about the professional practice measures. For instance, one interviewee felt as though the measured skills and responsibilities did not fully capture what was expected of a school leader.

I think it's terribly challenging to evaluate a building-level principal because of all the things building-level principals do. . . . I totally get all the different things that teachers do, but it's much more contained for a teacher, and you can, fairly or unfairly, you can pull out some student scores and student data and you can actually watch . . . a teacher teach a lesson. You can't watch a building principal do a lesson. . . . So it's a difficult thing to measure.

Who Conducted Evaluations and Who Provided Input in the Process?

On the survey, 95 percent of administrators indicated that superintendents, assistant superintendents, principals, and directors were responsible for conducting their evaluations during the 2017/18 school year. When asked who provides evidence in the evaluation process (respondents could select multiple individuals), administrators most often selected themselves (53 percent), followed by their superintendents (34 percent). On the other hand, administrators indicated that community members (3 percent) or members of the school board (3 percent) were not typically included in the evaluation process (Figure 5).

Figure 5. Administrators most often indicated that they provided evidence about their performance



These questions were repeated in the in-depth interviews as well. Most administrators again identified themselves as the primary individuals responsible for providing evidence about their performance. Administrators collected evidence throughout the year and shared it with their evaluators in a variety of modalities. Some saved it in online platforms that evaluators could access, while others provided it to their evaluators during in-person meetings. However, other administrators added that, regardless of what their evaluators instructed them to collect over the course of the school year, no one requested to see the evidence. One interviewee expressed particular concern with the evidence-collection process:

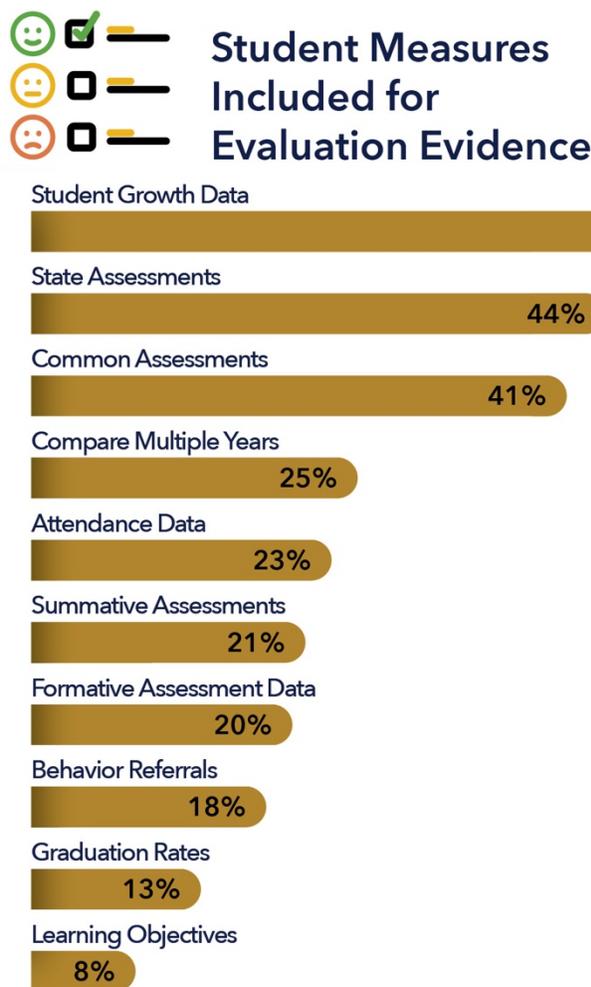
I provided an outline of all of our data, we do DIBELS, NWEA, M-Step data. And gave him [the superintendent] a breakdown of each teacher and all of the data points because I had just done it for each of the teachers. This was 80 hours of tedious digging on DIBELS, digging on NWEA, digging on M-Step, trying to put it together in some algorithm and in a form that [could be] understood. . . . I wanted it to be not subjective, I wanted it to be very, very calculated, clear to understand. So, when I got done with all of this, then I was able to share it

with my superintendent, who didn't dig like I did. I did the digging, and I provided for him how the students' growth came out. And so, basically, I felt kind of like I evaluated myself based on how I evaluated the teachers.

What Student Data Were Used in the Evaluation Process?

Administrators responded to survey questions on student data measures that were included in their evaluations. These data measures involved a number of items, including, but not limited to, attendance, state and common assessments, and summative assessments (Figure 6). The highest reported measure was student growth data (66 percent).

Figure 6. Student growth data were most often used as a measure in administrator evaluations



During interviews, administrators elaborated on using student growth data as part of their evaluations and on the associated difficulties. Some interviewees mentioned that student growth both takes time and requires understanding data well enough to inform decision-making. Others pointed to the value of data literacy in understanding how to make an impact on student growth. Several interviewees commented on the value of using student growth data to build data literacy

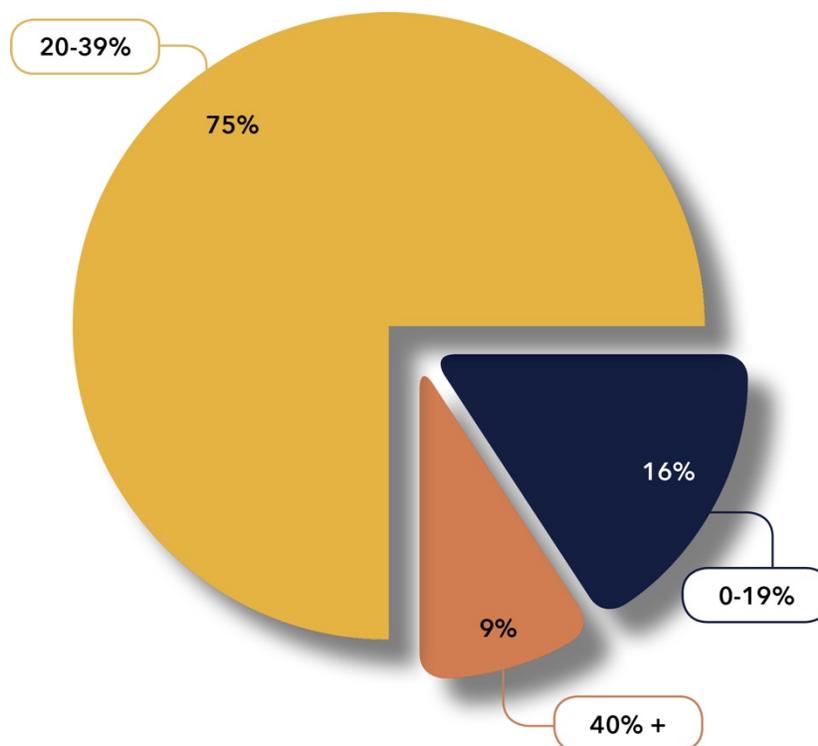
throughout the school (including for students, parents, teachers, and staff). Overall, administrators consistently acknowledged the importance of student growth data. As one interviewee expressed,

Everything is so data driven. As a principal, we look at data monthly. We have response to intervention meetings monthly. I've constantly, constantly got my nose in data and talking data with teachers. So, it doesn't come like a shock at the end of the year for them when we look at student growth, they totally know.

How Much Weight Was Placed on Student Data in the Evaluation Process?

On the survey, a majority (75 percent) of school administrators who indicated that student data were included in their evaluations also reported that the weight placed on student data was in line with current legislation, which dictates that 20–39 percent of an evaluation performance rating be based on student data (Figure 7). However, 16 percent of respondents shared that 0–19 percent of their evaluations was based on student data.

Figure 7. Most administrators reported that 20–39 percent of performance rating was based on student data



In the interviews, all administrators confirmed their awareness of legislation mandating greater inclusion of student data in their evaluations. However, they also explained that they were not sure how their evaluators integrated student data into their evaluations. As one interviewee expressed,

I think the biggest thing is the data component. The teachers next year, 50 percent, unless they change the law, which they are frequently doing, is based on student achievement data. Okay, we know enough to know how well your school performs has a strong part to do with your community and community, not necessarily socioeconomic, but there's a big connection there

between what the push is and how the kids are performing. So if I go over to [a neighboring school], they should be blowing the top off all of the tests. Where, if I go to X school or Y school, then most of those kids don't go onto college, then the emphasis is going to be different. So you're not comparing apples to apples. If you're looking purely at student growth, that's a different conversation. So those skills or sets are still in there, and the emphasis is still there for the kids to do higher and do well. But compared to other people of our similar socioeconomic group, we're doing really well. So, you want to call me and ask me why? I can't tell you, I mean I can. We have great teachers, but the reality is our families are pushing the kids and the kids are doing their best.

Did Administrators Believe That They Contributed to Student Outcomes?

Among administrators who responded to the survey questions related to student outcomes, slightly more than half (54 percent) agreed that student data used in their evaluation reflected their contribution to student learning. An even greater proportion of respondents (62 percent) felt that their impact on student data was a significant part of their evaluations (Figure 8).

Figure 8. Administrators believed that their impact on student data was a significant part of their evaluations



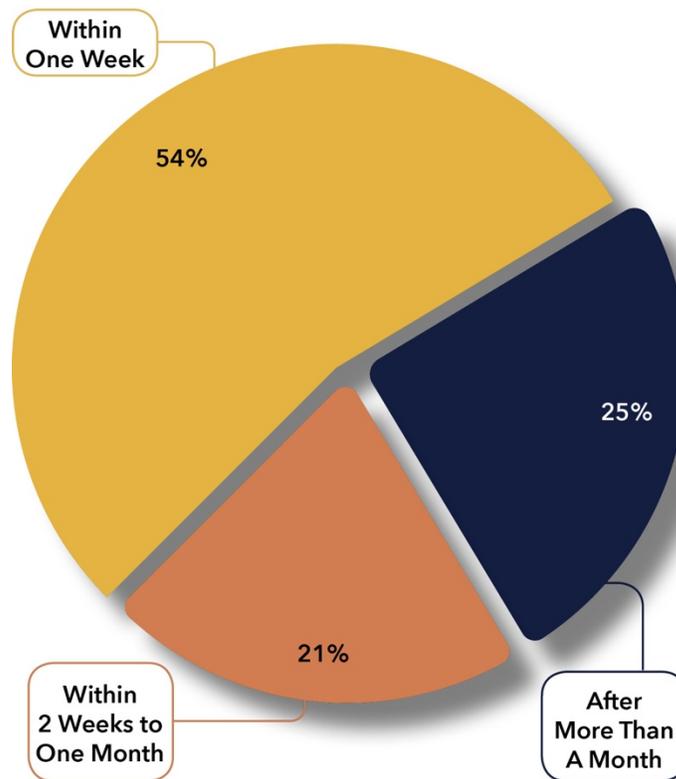
During interviews, nearly all administrators explained that they believed they had an influence on student success. In many ways, this influence was reflected in assessment scores, but some interviewees discussed other measures such as behavioral referrals, trauma informed care, and socioemotional growth. One interviewee summed up the importance of this belief:

But everything I do, all of the evaluating I do, all comes back to student success and student growth and those pieces. So, that's my primary role at all times.

How Often Were Administrators Given Feedback?

Most respondents (80 percent) received feedback from their evaluators. The remaining percentage of respondents indicated that they had not received any feedback for the 2017/18 school year, as of August 2018. Fifty-four percent of the respondents reported receiving feedback within one week of their evaluations, and 25 percent noted that feedback was received after more than a month (Figure 9).

Figure 9. More than half of administrators received feedback from evaluations within one month



In discussions, administrators shared various ways in which the feedback process occurs. Some explained that they met regularly with their evaluators, received constant, ongoing feedback, and were expected to incorporate the feedback in their everyday activities. Others shared that they met with their evaluators for end-of-year reviews. During these reviews, after evidence was demonstrated, evaluators would provide immediate feedback on the administrators' growth over the year. In several instances, though, administrators reported that they submitted evidence for their evaluations but did not receive any feedback from their evaluators. Sample comments from interviewees are provided below.

The structure of this, basically the way that my assistant superintendent did it, was that we set monthly meetings. Which was great. . . . They were probably, like, 90 minutes [in person], really. They were long. . . . It was like a check-in, too. She'd be, like, "How are you doing with your observations? You've got a million." I would say, "Good, look. I came up with this Google doc to track it all." I'm giving her evidence about what I'm telling her. She's like, "Oh, that's cool. I've never heard about that."

Well, we formally meet three times a year, so we meet by the end of September to do all our goal-setting with him, that is, our superintendent, and then we do a midyear, which is, I want to say, like into February, maybe beginning of March. And then we do our final evaluation with him, where we do all our self-assessment and go over everything with him, and that happens, like, end of April, first of May. . . . And then the informal is just seriously ongoing.

Did Administrators Feel That the Feedback They Were Given Was Useful?

Among administrators who received feedback, most (80 percent) felt that it was given in the spirit of continuous improvement and helped to improve their practice. A smaller proportion (47 percent) indicated that their evaluation feedback included specific strategies that could be used to improve their practice (Figure 10).

Figure 10. Administrators reported that feedback was provided in a spirit of continuous improvement



Similarly, during interviews, the majority of administrators stated that their evaluators provided feedback in the spirit of continuous improvement. These positive comments often aligned with a feedback cycle that involved regular communication, whether formal or informal, between the administrators and evaluators throughout the year. As one interviewee put it,

I'd say we talk almost every other day about things, general day to day basis. So, do I get feedback as to handling? It's back and forth, I'd say. We tackle it too also as, I would like to be a superintendent someday, so he'll bounce ideas off me. And it's almost like a teamwork type of thing. So, I get feedback, I get his thoughts on how to handle situations, or where to go with things, and he does likewise for me. So, feedback, yeah, I guess I get feedback, but it's probably more problem solving together. He trusts me quite a bit. I do get feedback on thoughts of, hey, look at it from my perspective. Okay, I take that as feedback. And that changes my view on some things.

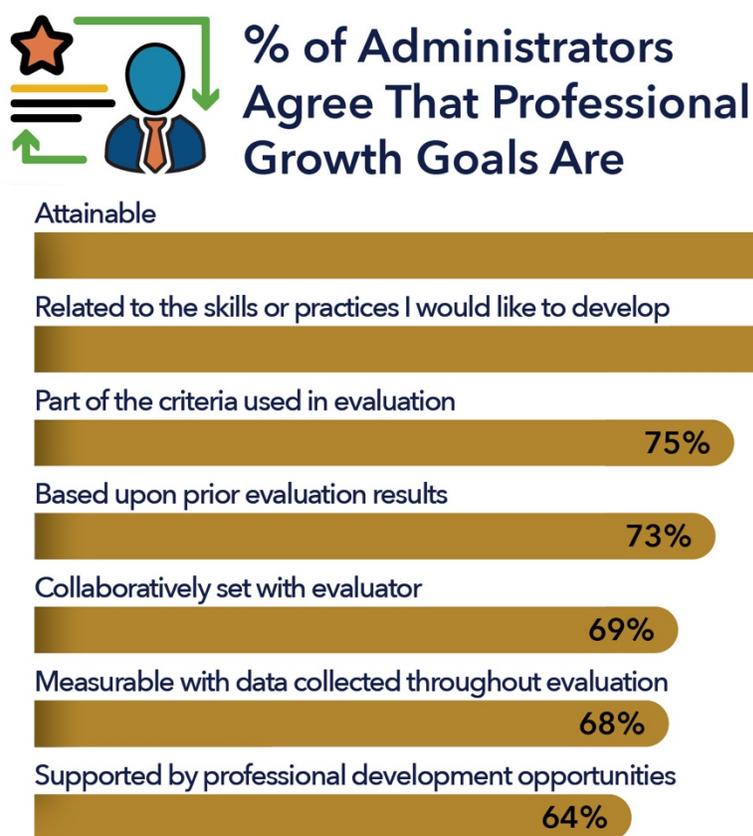
When that communication cycle did not occur, however, administrators often expressed frustration with the lack of value in the feedback they received, usually only at the end of the school year:

So we didn't do any of that until [the end of the year]. 'Based on what I've seen, here's your one time shot scores.' But the problem is, based on the model, you end up being lower because you didn't have any time to work on anything."

Did Administrators Believe That Their Growth Goals Were Meaningful and Attainable?

Seventy-six percent of total survey participants responded that setting professional growth goals was part of their evaluation processes. A majority (91 percent) of those administrators who indicated having goals agreed or strongly agreed that their goals were attainable. Generally, administrators reported that professional growth goals were related to skills or practices that they had identified as areas to develop and were based on prior evaluation results (Figure 11).

Figure 11. Administrators believed that their professional growth goals were attainable and related to skills or practices to develop



During interviews, a majority of administrators reported that they developed their goals through reflection on the prior year. These administrators discussed goal-setting in terms of helping their teachers, their students, and themselves to grow. Administrators also agreed that these goals were set collaboratively with their evaluators and were measurable with data collected throughout the evaluations. Many believed that their goals were supported by professional development opportunities. In the words of one interviewee,

I do all my goal-setting based on the previous year. Like, when my staff sends back all their surveys, I go through them. So in August is when I really start focusing on, "What does the staff say? What do they say my strengths were? What do they say my weakness is?" And then I set my goals based on the area that my staff feels I need to . . . they know me best. They're with me, and see me from a different angle. And then in the very first staff meeting, I share my goals

with my staff based on their surveys so they know that I'm listening to them, I hear their feedback, and I'm going to work on myself to be better.

Some interviewees reported that goal-setting was not necessarily a priority in their districts or in their evaluations. Administrators expressed frustrations with evaluators asking for goals but not providing guidance on how those goals should be developed. For example, several administrators shared that, after being instructed to create goals, they were asked to re-create goals that were related to district priorities outside of their control. Sample comments are provided below.

Around about middle of the year, we get an email that says, 'Send me your goals,' or, 'Do the self-evaluation.' . . . This year we didn't talk about it at all.

It was an act of compliance, and solely that. We went through, we set some goals. And as an administrative group, all of the principals got together, and we set one common goal, which I thought was a great template that we all were working toward one goal, and then conversely, we all had a separate goal of our selves. So, as a district, of course we were looking at a student achievement goal, and then I personally threw in a communications goal in there as well, just for myself. That was set as us, and then we would go through and do the self-eval. That's really where the root of everything was, is in the self-eval, and that's where, what I would envision the conversation would happen with the superintendent. I know he did have a conversation with some of my colleagues, myself I didn't. It was, here it is, here you go. You know. . . . To say, fundamentally, I received any critical feedback or any feedback off the evaluation system that we have that would help my practice as a building administrator is not a fair statement. I did not.

DIFFERENCES IN EVALUATION EXPERIENCES

In this section, Marzano Research focuses on presenting group differences between administrators who (1) had access to training resources, (2) held a growth mindset with regard to evaluations, and (3) worked with coaches. Growth mindset is indicative of the belief that personal intelligence or characteristics are developable. With this mindset, individuals believe that they can make changes in their lives through effort and determination (Dweck, 2006).

Did Access to Training Resources Help Administrators Understand the Evaluation Process?

Because training is an integral component of an evaluation system, defining what an administrator should know and be able to do, Marzano Research compared survey data from those who indicated that they had access to training resources (e.g., videos, examples of professional practices, glossary of terms, examples of completed evaluation materials) to those who did not. Administrators who indicated that they had access to training resources also tended to have a clearer understanding of their district or academy's evaluation (Figure 12).

Figure 12. Administrators who had access to training resources also had a clearer understanding of the evaluation system and process



Note. All comparisons are statistically significant at $p < 0.05$, based on an analysis of variance.

Interview findings suggest that training resources are an important component in building administrators' understanding of their evaluation system. According to one interviewee,

Well what I really appreciated . . . was that it gave examples of evidence. So, in each of the different elements or goal areas, it would state what the desired effect is, and then it would list, well what does that look like, and that was really helpful for me . . . because then I really understood what it was asking.

Interestingly, administrators who had indicated that they received training had very different experiences. Some administrators remembered the process to be "brutal," an intensive 2-day training that included 16 hours of a PowerPoint presentation. Others shared that that initial trainings on their evaluation systems were helpful at the time but would have been more helpful a year after implementing the systems. Many interviewees shared that the summer statewide trainings were helpful, especially for administrators who operated independently within schools. These statewide trainings provided administrators with opportunities to consult and collaborate with others who led similar schools. An interviewee described one approach to training:

The value would be to go have an introductory course, then get your feet wet, dabble in it, and then midyear or the following summer . . . go for the end-up 2-day training because now I get it.

Was Access to Training Materials Associated with Holding a Growth Mindset?

Most participants (69 percent) indicated that the purpose of their administrator evaluation systems was to improve administrator practice. However, those administrators who reported that they had access to training materials were also more likely to believe that the process was meant to support improvement of their practice, compared to those who did not have access. In addition, those who

indicated that they had access to training materials also believed that the evaluation process was intended to support their teachers (Figure 13).

Figure 13. Administrators who had access to training resources also tended to believe that the purpose of evaluation was to improve their practice and the support that they provided to teachers



Note. All comparisons are statistically significant at $p < 0.05$, based on an analysis of variance.

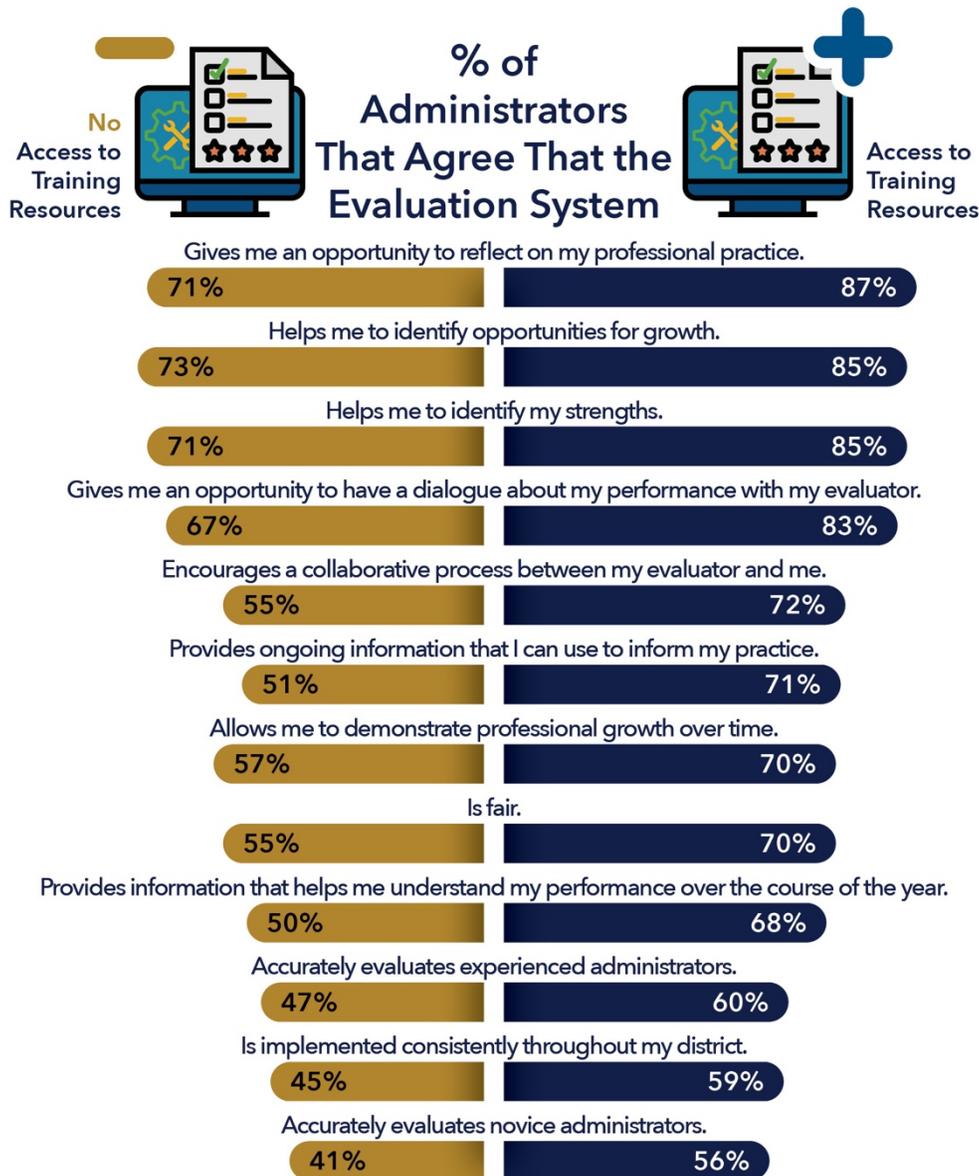
During the interviews, Marzano Research saw a growth mindset and grounded, solid understanding of the evaluation systems among administrators who had received training on their systems. Administrators who had received training also felt that their evaluations promoted discussions with their supervisors. In the words of one interviewee,

Last year, when [we] were meeting on that monthly basis . . . we looked at the [evaluation tool], but it was still the conversation always came back to the areas of the road map and so that's when it was like 'we've got to make sure that everything is aligned' because I'm looking at this on [the evaluation tool], but how does that apply for road map work because . . . [that's] where all the work is happening. That's when the conversation really starts in like, we got to make sure that we align it so we are all not overexerting ourselves trying to find where these things match up, even though, like, my evaluation was over the [evaluation tool] again this year because we're still working it out, and we were able to list some things like, 'you did this on the road map equivalent to [the evaluation tool]'.

Was Access to Resources Associated with Administrators' Perceptions of Their Evaluation Systems?

In general, when administrators had been given access to training resources, they also had more positive views of their evaluation systems, compared to those who had not been given access (Figure 14). The greatest percentage-point differences between these groups can be seen in responses to questions that the evaluation system “provides ongoing information that I can use to inform my practice” (20 percentage points) and that it “provides information that helps me understand my performance over the course of the year” (18 percentage points). These findings suggest that having access to training resources supports administrators in understanding the evaluation systems.

Figure 14. Administrators who had access to training resources also tended to have more positive perceptions of their evaluation system



Note. All comparisons are statistically significant at $p < 0.05$, based on an analysis of variance.

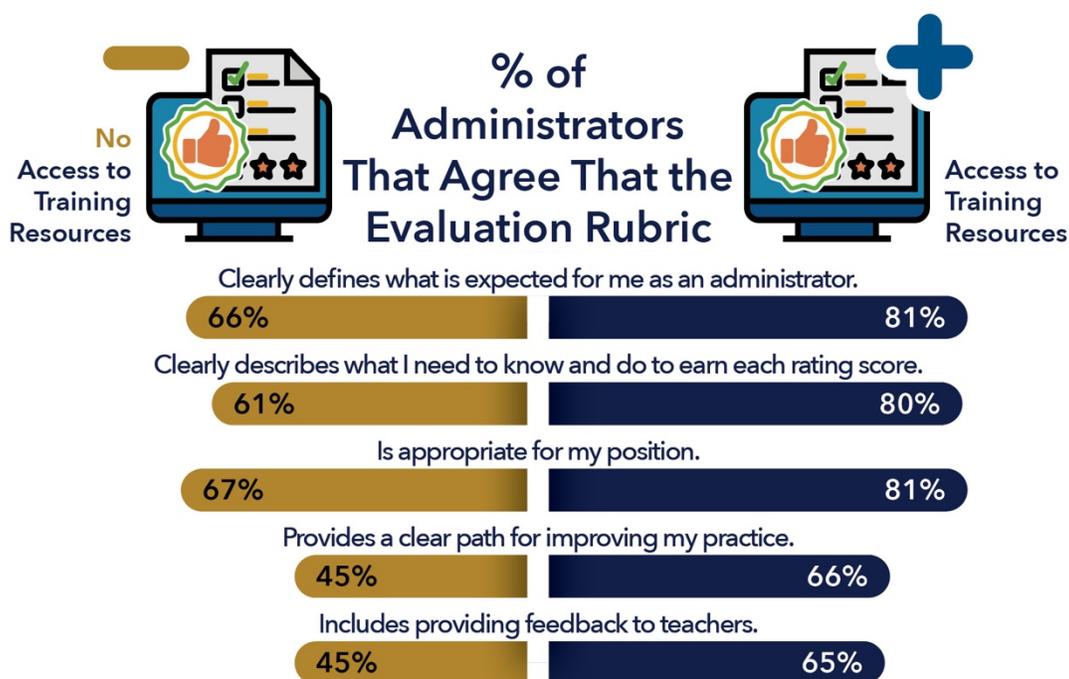
In interviews, administrators often viewed their evaluation systems as a tool to help provide structure and context to their work. Due to the flexible nature of the evaluation systems used, administrators could easily shape goals that were informed by the components included in their systems. One interviewee discussed the components:

So, the main driver for setting goals is, in these conversations, it's a reflection of where the school is at. And then taking a look at some of the components in the [system] to work on. . . . Those components form stakeholder feedback, teachers reporting to [me]. These are things that we like to see.

Was Access to Resources Associated with Administrators' Perceptions of Their Evaluation Rubrics?

Administrators who had access to training resources were more likely to believe that the evaluation rubrics were appropriate for their positions and clearly defined expectations (Figure 15). The largest percentage-point difference between administrators who had access to training resources and those who did not can be seen in the responses to questions that the evaluation rubric “provides a clear path for improving my practice” (21 percentage points), “includes providing feedback to teachers” (20 percentage points) and “clearly describes what I need to know and do to earn each rating score” (19 percentage points). These findings suggest that having access to training resources supports administrators in understanding the evaluation rubrics.

Figure 15. Administrators who had access to training resources also tended to have more positive perceptions of their evaluation system rubrics



Note. All comparisons are statistically significant at $p < 0.05$, based on an analysis of variance.

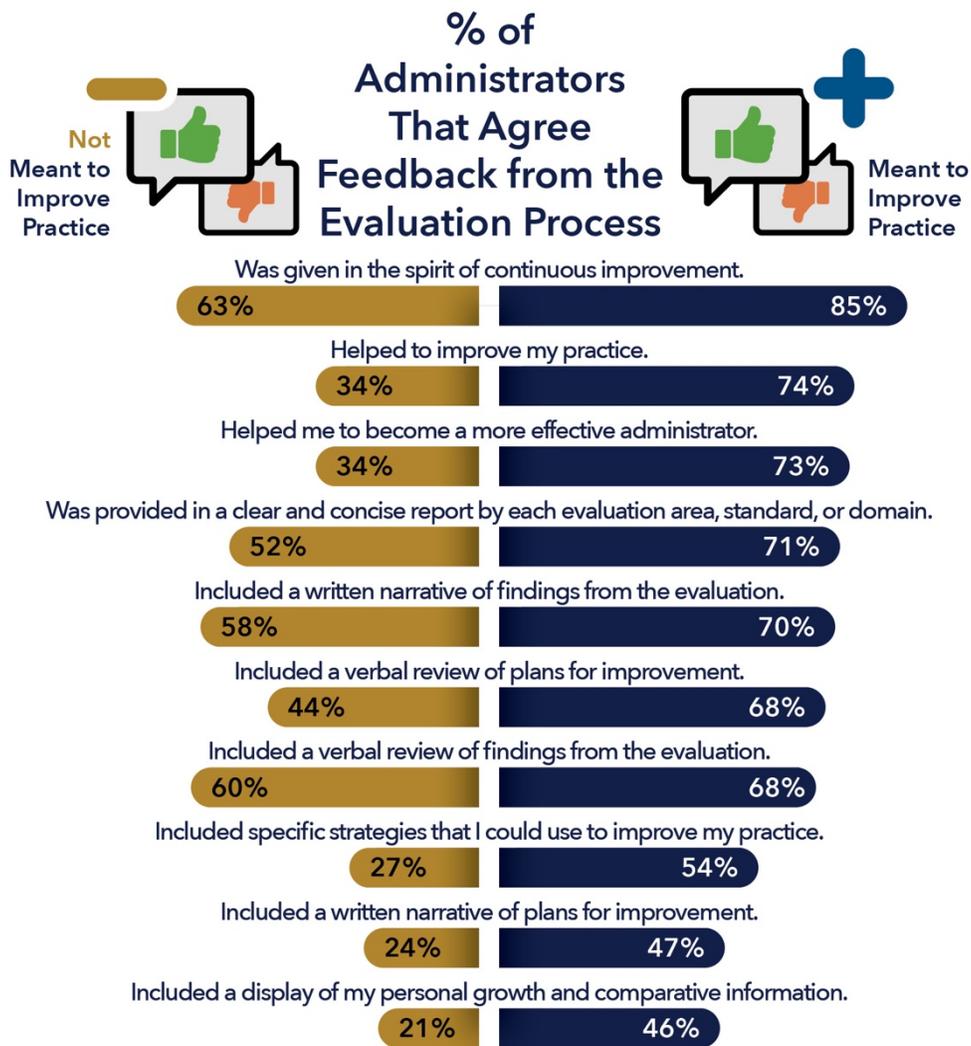
During interviews, administrators explained that the evaluation rubrics were often so general that any goals created could somehow fit into the rubric. They also mentioned that this level of flexibility was good, as it allowed them to develop appropriate goals in collaboration with their evaluators:

I think some of the rubrics that are provided, they're very generic, and I can see how they work in some school districts, but [in] our configuration in my district some of those rubrics I think just are not applicable. So, what our [district] did, they took . . . rubrics and kind of tailored them more to our needs. So just the general model rubrics I don't think are as helpful to me. . . . They really tailored them very much to us so that we could really set goals, see exactly what we're looking for in the big picture of our district's vision and mission, and then make sure everybody's kind of oaring in the same way.

Did Administrators Hold a Growth Mindset About the Evaluation Systems and Feedback?

Most survey participants (69 percent) felt that the purpose of their evaluations was to grow or to improve administrator practice. Administrators who indicated that the evaluation process was focused on growth also had higher appraisals of the feedback that they received (Figure 16). Between responses from administrators who believed their evaluations were meant to improve practice and responses from those who did not, the largest percentage-point differences can be seen in the statements that evaluation feedback “helped to improve my practice” (40 percentage points) and “helped me to become a more effective administrator” (39 percentage points). The findings suggest that administrators who believe that their systems are meant for growth also feel that feedback is useful.

Figure 16. Administrators who believed that the evaluation process was meant to improve their practice had more positive perceptions of the feedback that they received



Note. All comparisons are statistically significant at $p < 0.05$, based on an analysis of variance.

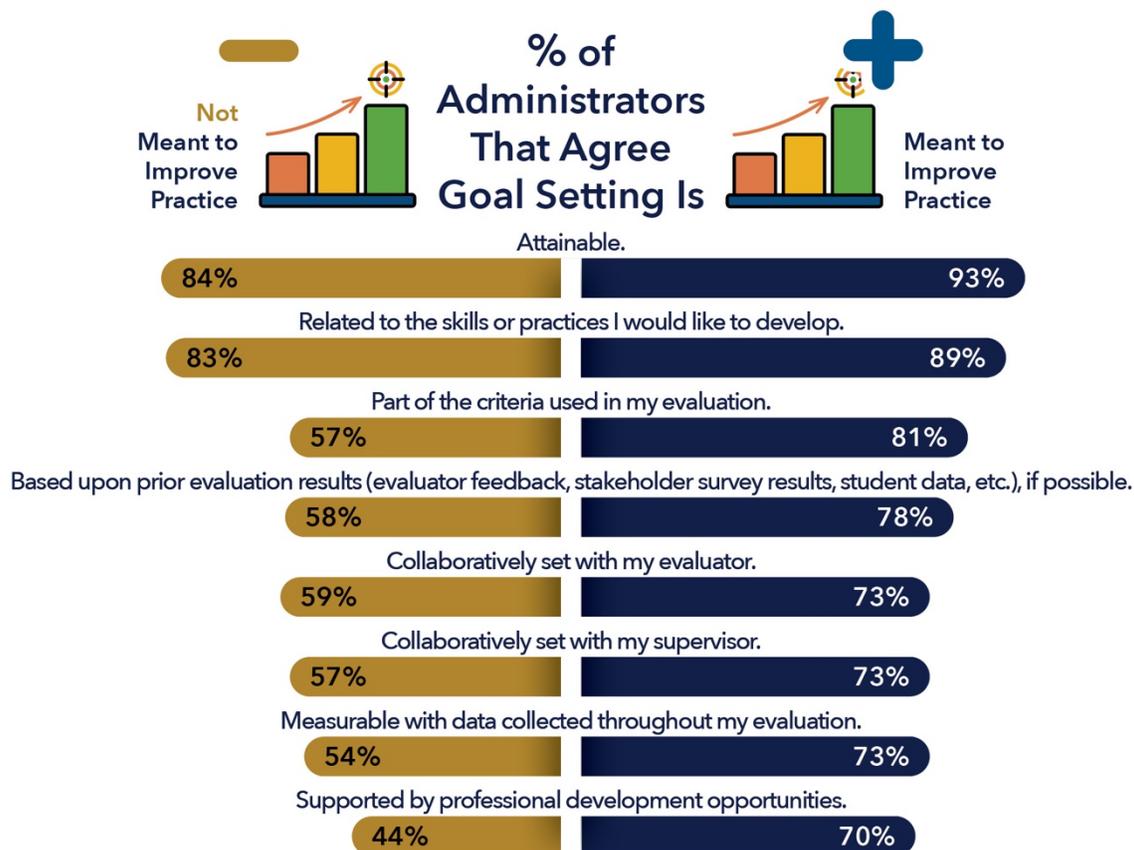
This connection between a growth mindset and the evaluation systems and feedback was echoed by the majority of administrators who were interviewed. Administrators who viewed evaluations and feedback as being focused on improving their practice tended to voice a mindset focused on growth:

I really think if you have a growth mindset as an educator, you should be able to find every component of your evaluation tool effective in some way, helpful in some way, beneficial in some way. It's the whole glass half empty or glass half full thing. You can look at this tool and say none of this applies to me. Well, that's absolutely not true. . . . There are pieces in here . . . that make me a little bit nervous or uncomfortable. There are pieces that I know aren't my strengths, but there are other pieces that I was able to say, 'You know what? I think with just a little bit of tweaking, this could become an area of strength for me.'

Did Administrators Hold a Growth Mindset About the Evaluation Systems and Goal-Setting?

Similarly, administrators who felt that evaluations were meant to improve their practice had more positive perceptions of the goals they set in the evaluation process (Figure 17). The greatest percentage-point differences can be seen in the responses that goal-setting was “supported by professional development opportunities” (26 percentage points) and “part of the criteria used in my evaluation” (24 percentage points). Findings suggest that administrators who feel that the goal of evaluation is to improve practice are more likely to believe that their goals are meaningful and guide their professional growth.

Figure 17. Administrators who believed that the evaluation process was meant to improve their practice tended to have a more positive perception of the goal-setting process



Note. All comparisons are statistically significant at $p < 0.05$, based on an analysis of variance.

The interviews also reflected this connection between a positive view of the evaluation system as a tool to improve practice, and a positive growth mindset toward goal-setting. Sample comments are provided below.

They have a rubric, what does teaching look like? That, I think, had the most impact on [my] practice and growth as a professional. . . . The tools, I think the tools are very good. . . . You take the rubric and you use it to reflect, just like the Danielson rubric. It's huge, so you reflect on that and then you look at areas . . . 'Where do I think I need to focus my efforts?'

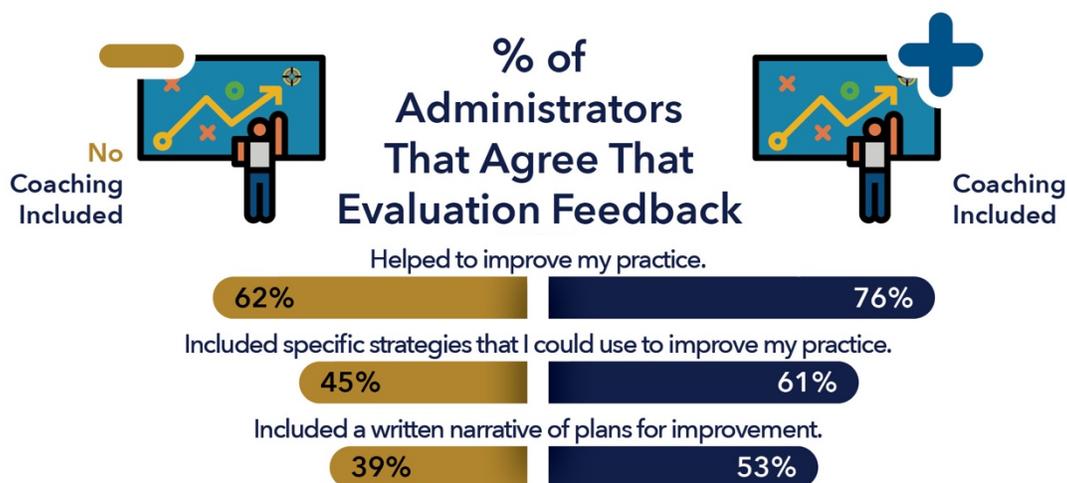
The informal conversations throughout the year. I mean, we really are kind of revisiting this, we're just not saying, 'Hey, by the way let's talk about domain two here.' I mean, it's a very collaborative process. . . . We're just always talking, always debriefing. So, those informal chats are really strengthening our practice as is. That, de facto, is then strengthening my scores and my evaluation.

Did Coaching Support the Growth of Administrators?

Marzano Research also examined the extent to which participants' perceptions of feedback were associated with having coaches. Those administrators who had coaches (15 percent) also tended to

have more positive appraisals of the feedback they received (Figure 18). Findings suggest that administrators who have coaching are more likely to feel supported in the evaluation process.

Figure 18. Administrators who had access to coaching also tended to believe they received better feedback



Note. All comparisons are statistically significant at $p < 0.05$, based on an analysis of variance.

These findings were corroborated during interviews. Administrators also explained that having access to coaching helped them to grow professionally. According to one interviewee,

I would not know about the data or how to use it without [the coach]. Actually, [he] and our counselor, they are math people, which I just, yuck. I would not understand it and be able to use it in a way correctly without them, but they would not be able to see the relationship side of the school without me.

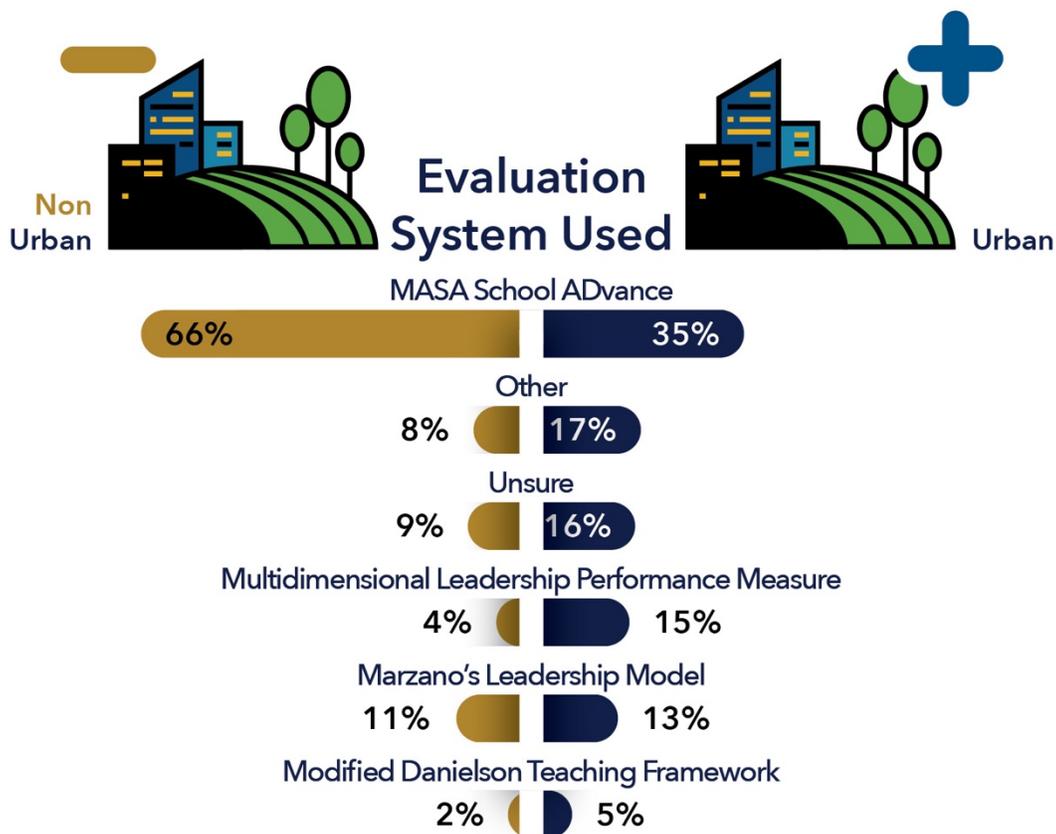
URBAN AND NONURBAN IMPLEMENTATION

Marzano Research also focused on administrator evaluation system implementation in urban (city and suburban) and nonurban (town and rural) districts and PSAs. In this section, we compare urban and nonurban settings in terms of which systems, components, professional practices, and student data are used and who provides evidence in the evaluation process.

Which Administrator Evaluation Systems Were Urban and Nonurban Districts and Academies Using?

A larger proportion of nonurban districts and PSAs selected the MASA School ADvance Administrator Evaluation System (31 percentage-point difference). In contrast, urban districts were more likely to use the Multidimensional Leadership System (11 percentage-point difference). A possible reason for these differences could be that nonurban districts and PSAs have fewer resources to create their own systems or identify vendors that would meet their administrator evaluation needs (Figure 19). Administrators in urban and nonurban settings did not discuss these differences during interviews.

Figure 19. The MASA School Advance Administrator Evaluation System was used more often in nonurban settings



What Evaluation System Components Were Used in Urban and Nonurban Settings?

Between urban and nonurban settings, there were no significant disparities in implemented components of the evaluation systems. Administrators from urban and nonurban settings similarly responded that their evaluation systems included such components as rating categories, an evaluation cycle, goal-setting, training, and quality controls.

My superintendent is a four-digit extension away, and if he doesn't like the conversation we had on the phone he just gets in the car and drives over. I see him all the time.

What Professional Practices Were Included in the Evaluation Systems Across Urban and Nonurban Settings?

As in their responses regarding components included in their evaluation systems, administrators in urban and nonurban settings did not significantly differ in their responses on the professional practices included in their evaluation systems. Administrators in urban settings reported that their evaluations more often included instructional support and results focused on professional practices. In contrast, nonurban administrators reported that their evaluations more often included professional practices related to technology usage. However, these differences were not statistically significant.

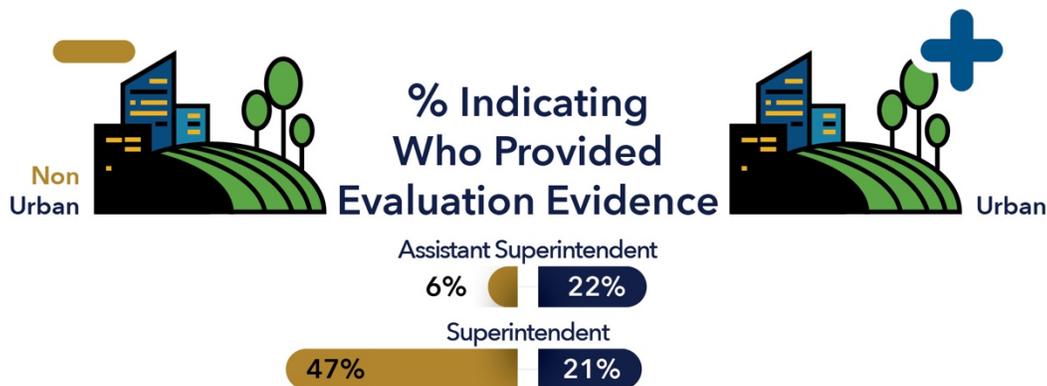
While Marzano Research did not directly ask interviewees about urban and nonurban differences, nonurban administrators did explain that they often fulfilled duties that, if they had worked in an urban setting, would have been handled by additional staff. According to one interviewee,

The thing that I look at, is for a building administrator, often times, you got to kind of walk the line as to, are you a building manager, your instructional leader, you have . . . there's a lot that you got to do. I think, often times, it's hard to shoot right in the middle and be a pro at all of them. But the thing I look at that would be great to have, some PD on data analysis and how to connect that with some instructional strategies.

Who Provided Evidence in the Evaluation Process Between Urban and Nonurban Settings?

The greatest difference between responses from administrators in urban and nonurban settings related to who provided evidence in the evaluation process: assistant superintendents (16 percentage-point difference) or superintendents (26 percentage-point difference). Administrators in nonurban settings were more likely to include evidence from their superintendents, whereas urban administrators were more likely to include evidence from their assistant superintendents (Figure 20). However, these differences are not surprising because assistant superintendent positions are less common in nonurban settings. Administrators in urban and nonurban settings did not discuss these differences during interviews.

Figure 20. Urban and nonurban administrators differed in regard to who provided evidence in their evaluations



Note. All comparisons indicate statistically significant differences at $p < 0.05$, based on a chi-squared test.

What Student Data Were Used in the Evaluation Process Between Urban and Nonurban Settings?

Administrators in urban and nonurban settings used a wide range of student data. However, the biggest percentage-point difference (10 percentage points) can be seen in the inclusion of student growth data in the evaluation process (Figure 21).

Figure 21. Student growth data were more likely to be included in urban administrators' evaluations



Note. All comparisons indicate statistically significant differences at $p < 0.05$, based on a chi-squared test.

In interview discussions with administrators regarding the use of student growth data, Marzano Research found that differences between urban and nonurban districts might not be a matter of whether or not student growth data were included. All administrators mentioned the inclusion of student growth data in their evaluations. Instead, differences were apparent in how administrators talked about the focus on student growth data in evaluations. Urban administrators discussed student growth as a significant part of their evaluations, also noting it as a focus or goal from their supervisors. Sample comments are provided below.

We get measured by, like, for instance, my evaluation was a little lower this year because we didn't make our student growth goals, and even though we did all this stuff, it doesn't matter because the student growth goals weren't there, so it lowered the score. . . . The student growth score, I can't tell you for sure, but I know with teachers it's 40 percent. So, I assume that ours is 40 percent. So that's a huge chunk. If you don't make that, that's going to have a big impact on your overall score.

Every other month, you had to present your current data. She saw me interacting with that, and you had to bring teachers with you.

For administrators in nonurban districts, on the other hand, student growth data was included in the evaluation process, but those data appeared to play a different role for the administrators and their supervisors. Rather than simply being the focus of evaluations, student growth data was a discussion point and a part of the goal-setting process. As one interviewee remarked,

We look at data a lot. I mean, first of all, I told you our school size and numbers and, we're so small, we can go right down to what can this child do and not do. And we get right down to the state standards and the standard we're really doing crummy in. How can we fix this?' And we've got some data from teachers, and they will get in there and talk about how they teach this particular standard, and I unpack it.

CONCLUSIONS AND NEXT STEPS

Overall, as the survey and interview results show, administrators were aware and informed of the evaluation systems used in their districts. They knew the evaluation process and components, and they understood how the evaluations were used to measure their performance. It is important to note, however, that these findings are from a subset of Michigan administrators. The results and responses in this report may or may not be representative of all administrators across Michigan.

The evaluation systems used in the 2017/18 school year generally included performance rating scales and student data, as required by Michigan Senate Bill 103 (2015). However, other required components, such as professional goal-setting (46 percent) and training resources (39 percent), were not included as often. The Michigan Department of Education (MDE) might consider providing additional supports to districts and public school academies (PSAs) to help them implement these components.

Among those administrators who received feedback on their evaluation results, most received it within one month of their evaluations (sometime between May and July). Many administrators voiced interest in having feedback from evaluators more often throughout the year so that they would have opportunities to improve their practice. MDE might consider providing administrator supervisors with more guidance on the frequency of feedback as well as on how to connect that feedback to administrators' goals.

In addition, the findings suggest that availability of training on administrator evaluation systems may be essential to advancing administrators' understanding of the systems and their use as a tool for growth. When taking the survey, administrators with access to training resources were more likely to identify a growth mindset, demonstrate an attitude of learning, and view the evaluation process as one of professional growth. Among those who reported that they had been offered training, 90 percent attended during the 2017/18 school year.

However, during interviews, administrators who indicated that they did not have training on their evaluation systems noted that they were the sole administrators in their schools and that they did not have the availability to attend trainings throughout the school year. Administrators from small districts voiced two suggestions in response to this challenge: (1) having trainings over the summer months, when school is not in session; and (2) offering trainings online to create opportunities for their participation.

Most administrators (85 percent) did not report having coaches or mentors for the previous school year. Among those administrators who had coaches or mentors, only a few identified them as their direct supervisors, although most identified individuals within their districts who provided guidance on professional practice. Despite the rarity of these supports, administrators requested more opportunities for coaching and mentoring. During interviews, long-serving administrators maintained that mentors and coaches were crucial supports for novice administrators and administrators moving into different school levels. Administrators who did not have coaches or mentors noted that time and access were barriers. They often referred to technology as a means to overcome these barriers, encouraging fellow administrators to become active in forums (e.g., LinkedIn) that support and provide guidance regarding questions or challenges in administrators' everyday practices.

Although some administrators indicated that the evaluation systems used during the last school year were implemented primarily as a compliance measure, many expressed approval and support for their systems, reporting that they accurately evaluate experienced administrators. However, novice administrators did not share this sentiment—most of these administrators chose not to respond or to disagree with this statement. Training opportunities on the evaluation systems may change some of this perception.

A key takeaway from this work is that, when administrators believe the evaluation process is designed to support their professional growth, they are more likely to have positive appraisals of the feedback they receive.

Should MDE wish to investigate these issues further, opportunities to learn more about the implementation of administrator evaluation systems across the state are available. Administrators who were surveyed and interviewed voiced a willingness to provide additional insights. At the completion of the survey, 25 percent of respondents indicated a readiness to participate in an interview to provide more information on their evaluation systems. Many administrators who were interviewed echoed this sentiment, encouraging researchers to reach out if there were any additional questions.

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APPENDIX A. SURVEY AND INTERVIEW PROTOCOL

ADMINISTRATOR EVALUATION PROCESSES AND PRACTICES SURVEY PROTOCOL

Marzano Research is conducting this survey to gather information for the Michigan Department of Education about district (local educational agency and public school academy) implementation of administrator (i.e., director, principal, or assistant principal) evaluation systems. The survey asks questions about your experiences being evaluated as an administrator during the 2017-2018 school year. These questions focus on what evaluation systems and tools were used, what data were used in your evaluation, how you and your evaluators were trained, and how evaluation feedback and results informed your professional growth. Results from this survey will be presented in aggregate form only. You will not be identified individually in any way.

Did you serve as an administrator (i.e., director, principal, or assistant principal) for your district during the 2017-2018 school year?

- Yes
 No

Were you evaluated as an administrator (i.e., director, principal, or assistant principal) during the 2017-2018 school year?

- Yes
 No

Consent

You are invited to participate in an online survey to support an evaluation of the Michigan's district/academy administrator evaluation systems. This survey is being conducted as part of a larger study by Dr. Joshua Stewart at Marzano Research for the Michigan Department of Education. This survey should take approximately 15 to 20 minutes to complete. If you agree to participate, you will be asked to respond to questions about your administrator evaluation experiences. You will receive a \$30 gift card for completing the survey. There is no cost to you for taking part in this survey.

Your responses will be kept confidential. Only the research team will have access to your individual data. You will be assigned a unique identification number which will be used to identify your responses. The reports prepared for this study will summarize findings across the sample and will not contain any information that will personally identify you.

Your participation in this survey is completely voluntary. You may skip any question or discontinue your participation at any time. Your decision will not result in any penalty or loss of benefits to you. The sponsor and the investigator may stop the research or your participation in it at any time.

There are no known risks related to your participation in the survey. You may not benefit directly from this study. However, your responses are important because they will assist in creating supports for school administrators across Michigan.

If you have questions about this study, you can contact Joshua Stewart by phone at 303-766-9199 ext. 328 or via email at joshua.stewart@marzanoresearch.com. If you have questions about your rights as a research participant, please contact Chesapeake IRB, a committee that has reviewed this study to help ensure that your rights and welfare are protected and that this study is carried out in an ethical manner. Their email address is adviser@chesapeakeirb.com and the toll-free number is 877-992-4724.

If you wish to participate, please select the Accept button below to begin the survey.

If you do not wish to participate in this study, please select the Decline button, and your session will end.

- Accept
- Decline

Experience as an Administrator

How many years have you worked as an administrator, including the 2017-2018 school year?

- 1 year
- 2-3 years
- 4-5 years
- 6-9 years
- 10-19 years
- 20+ years

How many years have you worked as an administrator in your district, including the 2017-2018 school year?

- 1 year
- 2-3 years
- 4-5 years
- 6-9 years
- 10-19 years
- 20+ years

How many educators did you evaluate during the 2017-2018 school year?

- None
- Between 1 and 10
- Between 11 and 20
- Between 21 and 30
- Between 31 and 40
- More than 40

Who was your direct supervisor during the 2017-2018 school year (the person responsible for overseeing your day-to-day activities)?

- Assistant principal
- Assistant superintendent
- Director
- Member(s) of school board
- Principal
- Superintendent
- Other - Write In: _____

During the 2017-2018 school year, who was primarily responsible for evaluating your performance? (Select all that apply)

- Assistant principal
- Assistant superintendent
- Central office staff member
- Director
- Evaluation consultant
- Human resources administrator
- Member(s) of school board
- Principal
- Superintendent
- Other - Write In: _____
- Unsure

System Use

Please identify the administrator evaluation system used in your district during the 2017-2018 school year.

- MASA's School ADvance Administrator Evaluation Instrument
- The Multidimensional Leadership Performance System (formerly Reeves Leadership Performance Rubric)
- Unsure
- Other - Write In: _____

How many years has your district's administrator evaluation system been in use, including the 2017-2018 school year?

- 1 year
- 2-3 years
- 4-5 years
- 6-9 years
- 10+ years
- Unsure

During the 2017-2018 school year, did your district post assurances (e.g., author qualifications, what the system measures, how the system is associated with effective leadership practices) related to your administrator evaluation system under the transparency mitten on the district's webpage?

- Yes
 No
 Unsure

Evaluation Cycle

During the 2017-2018 school year, how often

	Not at all	Once	Twice	Three times	Four times	5+ times
did you meet with your evaluator(s)?	()	()	()	()	()	()
were you observed by your evaluator(s)?	()	()	()	()	()	()
was evidence collected for your evaluation by your evaluator(s)?	()	()	()	()	()	()

**During the 2017-2018 school year, when did you receive evaluation/performance ratings?
 (Select all that apply)**

- August-October
 November-January
 February-April
 May-July
 I did not receive evaluation/performance ratings

Understanding the Evaluation Process

What was the purpose of the administrator evaluation system used in your district during the 2017-2018 school year? (Select all that apply)

- Articulate state, school or district goals
 Determine administrator competencies
 Establish a coherent vision
 Improve administrator practice
 Support teachers
 Other - Write In: _____

Please rate your level of agreement with the following statements about your district's administrator evaluation system used during the 2017-2018 school year.

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
I have a clear understanding of my district's administrator evaluation system.	()	()	()	()	()
I have a clear understanding of the data and evidence that can be included in my evaluation.	()	()	()	()	()
I have a clear understanding of how to set appropriate professional growth goals as part of my evaluation.	()	()	()	()	()
I understand my responsibilities in completing my evaluation (e.g., setting goals, collecting artifacts or evidence related to my professional practices, conducting a self-assessment of my skills and abilities as an administrator, etc.).	()	()	()	()	()

What Is Included in the Evaluation Process?

During the 2017-2018 school year, who provided evidence about your performance to inform your evaluation/performance ratings? (Select all that apply)

- Assistant principal
- Assistant superintendent
- Community members (please specify): _____
- Director
- Members of school board
- Myself (through a self-assessment, reflective materials, goal-setting forms, etc.)
- Parents
- Principal
- School staff
- Students
- Superintendent
- Other - Write In: _____

During the 2017-2018 school year, did your district's administrator evaluation system include the following components? (Select all that apply)

	Yes	No	Unsure
Description of an evaluation cycle (i.e., a continuous improvement process that includes planning and goal-setting, and the collection of data from multiple sources to chart professional growth and refine goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation rubric/scorecard/checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluatee training resources (e.g., videos, examples of professional practices, glossary of terms, examples of completed evaluation materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance on including artifacts or evidence (e.g., portfolio, certifications, professional development records, parent and staff correspondence, community engagement plan, school performance plan, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observational protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional goal-setting guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance improvement plan guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality controls (i.e., procedures that are necessary to ensure that the evaluation system is implemented correctly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-assessment guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff feedback tool (e.g., surveys or interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent feedback tool (e.g., surveys or interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student feedback tool (e.g., surveys or interviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rating categories (e.g., performance categories of highly effective, effective, minimally effective, and ineffective)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Because you selected "Other" in the previous question, please indicate below any additional component(s) included in your evaluation system.

Please rate your level of agreement with the following statements about the rubric/scorecard/checklist used in your district's administrator evaluation system in the 2017-2018 school year.

My district's administrator evaluation scorecard/rubric/checklist

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
clearly defines what is expected of me as an administrator.	()	()	()	()	()
clearly describes what I need to know and do to earn each rating score.	()	()	()	()	()
is appropriate for my position.	()	()	()	()	()
provides a clear path for improving my practice.	()	()	()	()	()
includes providing feedback to teachers.	()	()	()	()	()

Included Practices

During the 2017-2018 school year, did your district's administrator evaluation system include assessment of the following areas?

	Yes	No	Unsure
Communication	()	()	()
Data use	()	()	()
Decision-making	()	()	()
Faculty development	()	()	()
Instructional support	()	()	()
Leadership	()	()	()
Leadership development	()	()	()
Mission, vision, or core values setting	()	()	()
Organizational management	()	()	()

	Yes	No	Unsure
Personnel behavior	()	()	()
Professionalism	()	()	()
Professional learning	()	()	()
Professional ethics	()	()	()
Resilience	()	()	()
Results	()	()	()
Student achievement	()	()	()
Student behavior	()	()	()
Systems management	()	()	()
Technology	()	()	()
Time/Task/Project Management	()	()	()
Other	()	()	()

During the 2017-2018 school year, your district's administrator evaluation system include "Other" assessments, please indicate below other assessments included in your evaluation system.

Student Data

During the 2017-2018 school year, did your district require that student data be included in your evaluation?

- () Yes
 () No
 () Unsure

Please rate your level of agreement with the following statements about including student data in your evaluation for the 2017-2018 school year.

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
I believe that the student data used in my evaluation	()	()	()	()	()

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
reflect my contribution to student learning.					
My impact on student data is a significant part of my evaluation.	()	()	()	()	()
My district has clearly defined how student data will contribute to my evaluation results.	()	()	()	()	()
My district approves student assessments that will be used in my evaluation system to measure student data.	()	()	()	()	()

Which of the following student data/measures were included in your evaluation during the 2017-2018 school year? (Select all that apply)

- Attendance data
- Behavioral referrals
- District- and school-determined common assessment(s)
- Formative assessment data
- Graduation rates (if applicable)
- Multiple years of comparable student data
- State assessments (for grades/content areas with state assessment data)
- Student growth data
- Student learning objectives
- Summative assessment data
- Other - Write In: _____

What percent of your evaluation performance rating was based on student data in the 2017-2018 school year?

- None
- 0-19%
- 20-39%
- 40-49%
- 50% or more

Goal-Setting

Was setting professional growth goals a part of your district's administrator evaluation process during the 2017-2018 school year?

- Yes
 No
 Unsure

Please rate your level of agreement with the following statements about setting professional growth goals for your evaluation during the 2017-2018 school year.

My professional growth goals are

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly Disagree
attainable.	()	()	()	()	()
based upon prior evaluation results (evaluator feedback, stakeholder survey results, student data, etc.), if possible.	()	()	()	()	()
collaboratively set with my evaluator.	()	()	()	()	()
collaboratively set with my supervisor.	()	()	()	()	()
measurable with data collected throughout my evaluation.	()	()	()	()	()
part of the criteria used in my evaluation.	()	()	()	()	()
related to the skills or practices I would like to develop.	()	()	()	()	()
supported by professional development opportunities.	()	()	()	()	()

Decision-Making

Does your district use the results of the administrator evaluation for staffing and support decisions?

- Yes
 No
 Unsure

Does your district use the results from the administrator evaluation system to make personnel decisions in any of the following areas?

	Yes	No	Unsure
Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State or federal reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Termination/removal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training

Have you been offered training on your district's administrator evaluation system used in the 2017-2018 school year?

- Yes
 No
 Unsure

Did you attend any of these training opportunities?

- Yes
 No

Please rate your level of agreement with the following statements about the training you received on your district's administrator evaluation system used in the 2017-2018 school year.

The training

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
included examples of artifacts and evidence that can be used to inform my evaluation.	()	()	()	()	()
included examples of how to demonstrate observable practices.	()	()	()	()	()
gave me a clear understanding of my own responsibilities in the evaluation process.	()	()	()	()	()
provided opportunities to practice completing my own self-assessment.	()	()	()	()	()
included guidance on how to set measurable professional development goals.	()	()	()	()	()
included guidance on what data I can use in my evaluation process.	()	()	()	()	()
presented information on the components used in my evaluation (rubric, feedback surveys, goal-setting forms, etc.).	()	()	()	()	()

Use of Feedback

During your 2017-18 evaluation, did you receive feedback?

- () Yes
- () No
- () Unsure

During the 2017-2018 school year, when and how did you receive feedback from your evaluator(s)? (Select all that apply)

	Formal - Written	Formal - Verbal	Informal - Written	Informal - Verbal
August-October	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
November-January	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
February-April	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May-July	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I did not receive this type of feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your level of agreement with the following statements about the feedback you received from your evaluator during the 2017-2018 school year.

The feedback I received from my evaluator

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
helped me to become a more effective administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helped to improve my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included a display of my personal growth and comparative information (i.e., comparison of my performance and other administrators in similar contexts and schools).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included a verbal review of findings from the evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
included a verbal review of plans for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included a written narrative of findings from the evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included a written narrative of plans for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included specific strategies that I could use to improve my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
was given in the spirit of continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
was provided in a clear and concise report by each evaluation area, standard, or domain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Following an observation, my evaluator provided feedback

- within one day.
- within one week.
- within 2-3 weeks.
- within a month.
- after more than a month.

Intended Use

Please rate your level of agreement with the following statements about the system used for your 2017-2018 evaluation.

The administrator evaluation system used in my district

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
accurately evaluates experienced administrators.	()	()	()	()	()
accurately evaluates novice administrators.	()	()	()	()	()
allows me to demonstrate professional growth over time.	()	()	()	()	()
encourages a collaborative process between my evaluator and me.	()	()	()	()	()
gives me an opportunity to have a dialogue about my performance with my evaluator.	()	()	()	()	()
gives me an opportunity to reflect on my professional practice.	()	()	()	()	()
helps me to identify my strengths.	()	()	()	()	()
helps me to identify opportunities for growth.	()	()	()	()	()
provides information that helps me understand my performance over the course of the year.	()	()	()	()	()
provides ongoing information that I can use to inform my practice.	()	()	()	()	()
is fair.	()	()	()	()	()

	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree
is implemented consistently throughout my district.	()	()	()	()	()

Coach/Mentor

During the 2017-18 school year, did you have a coach/mentor?

- () Yes
() No

Was your coach/mentor also your direct supervisor?

- () Yes
() No

What was your coach/mentor's position?

- () Assistant principal
() Assistant superintendent
() Director
() Evaluation consultant
() Human resources administrator
() Principal
() Superintendent
() Other - Write In: _____

Did your coach/mentor provide guidance on your professional practice as an administrator?

- () Yes
() No

Was your coach/mentor affiliated with any of the following organizations? (Select all that apply)

- () District
() Intermediate school district
() Regional educational service agency
() Michigan Association of School Administrators
() Other - Write In: _____

About the Administrator Evaluation System

The Michigan Department of Education (MDE) is interested in learning about administrator evaluation systems to better identify ways in which to support district administrators. In the space below, please share any experiences and/or feedback that would assist MDE in this process.

Would you be interested in participating in an interview to provide more information regarding your experiences being evaluated as an administrator?

Yes

No

Are you eligible to receive an incentive for participation in this survey? *

Yes

No

Email Address for Gift

Please provide the email address that you would like your e-gift to be sent to.*

Thank You!

ADMINISTRATOR EVALUATION PROCESSES AND PRACTICES INTERVIEW PROTOCOL

Introductory Language

Thank you for taking the time to speak with us today about your district’s administrator evaluation system. Marzano Research is conducting interviews to gather information for the Michigan Department of Education (MDE) about district implementation of administrator evaluation systems. We will use the findings to develop a comprehensive summary report that captures administrators’ experiences with the evaluation system during the 2017/18 school year, as well as potential strategies for MDE to consider in its support of districts/academies.

In interviewing administrators, one of our goals is to represent a variety of geographic locations, district sizes, and student demographics, so we are conducting site visits across the state. Only the Marzano team will have access to the interview transcripts, notes, and recordings.

As noted on the consent form, all efforts will be made to keep your personal information confidential. However, given the small number of individuals participating in the interviews, we cannot guarantee absolute confidentiality. We will, however, make every effort to ensure that no individual will be identified by name or by demographic characteristics that would reveal their identity in the notes taken during the interview or in subsequent data summaries.

During the interview, we will be taking notes and also audio-recording to ensure thorough data collection and help clarify any handwritten notes. The recorder, however, can be turned off at any time during the interview at your request.

Taking part in this interview is completely voluntary so you are free to terminate the interview or skip any question(s) at any time, without the loss of benefits to which you are otherwise entitled.

Do you have any questions about what was presented here, on the consent form you signed, or anything else about the interview before we begin?

Background

First, we would like to ask you about your background as an administrator.

1. Tell me a little about your school.
2. What do you see as your primary responsibilities as an administrator?
3. Where were you prior to coming to your current school?
 - How many different schools have you served in?
 - Do you have experience as a teacher? If so, how long were you a teacher?
 - Why did you transition into an administrative role?
4. How do you set your individual professional goals?
5. Do you have an administrative certificate?
 - If so, why did you decide to pursue an administrative certificate?
 - Do you have a timeframe under which you had to finish your certificate?

- If not, why have you decided not to pursue an administrative certificate?

Evaluation System

Next, we would like to talk with you about your experience with the evaluation process during the 2017/18 school year.

6. What evaluation system was used to assess your performance during the 2017/18 school year?
7. How many years has this system been used to evaluate your performance?
8. Tell me about your evaluation cycle – when and how often did you informally (email, phone call, etc.) and formally (evaluation meetings, observation, etc.) meet with your evaluator?
9. Thinking about the system used during the 2017/18 school year, what components/measures (e.g., observations, rubrics, goal-setting forms, self-assessments) were most helpful in supporting your growth as an administrator and why?
 - Which were least helpful and why?
10. During the 2017/18 school year, what areas of professional practice were identified as your primary areas of focus through the evaluation process?
11. Was there an area related to your professional practice that should have been included in the evaluation system but was not? That is, is the system missing a critical area of practice?
12. Did you feel like you were able to provide input in your evaluation?
 - If so, what kind of input did you provide (e.g., artifacts or evidence)?
 - What additional input would you like to provide, if any, that you were not able to?
13. How did the performance rating you received correspond to your own beliefs about your level of expertise?
14. What do you perceive as the greatest benefits and drawbacks of the administrator evaluation system?

Feedback

We would now like to shift our discussion to talk about the feedback you received in the evaluation process during the 2017/18 school year.

15. Describe the feedback you received from your evaluator during the 2017/18 school year.
16. How did the feedback provided by your evaluator influence your professional practice during the 2017/18 school year?
17. In what ways, if at all, did the feedback help you to identify your areas of strength? If not, why?
18. In what ways, if at all, did the feedback help you to identify your areas for growth? If not, why?

Goal-Setting

Next, we would like to talk with you about the professional goals you set in the evaluation process during the 2017/18 school year.

19. How, if at all, did the evaluation system support you to identify and set personally relevant professional goals during the 2017/18 school year?
20. What supports did you receive when setting professional goals for the 2017/18 school year?
21. How, if at all, did you use data, feedback, or results from your evaluation in the 2016/17 school year to inform your goals for the 2017/18 school year?
22. In what ways do you plan to use your 2017/18 data, feedback, or evaluation results to set goals for the 2018/19 school year?

Professional Development

For this next section, we would like to ask you about the professional development opportunities you have received.

23. What professional development opportunities did you have related to your goals set in the evaluation process during the 2017/18 school year?
24. Were there any professional development opportunities that you would have liked to have taken, but did not, during the 2017/18 school year?
 - If yes, what did these opportunities cover?
25. What other professional development opportunities were you able to attend?
 - In what way did these opportunities influence your professional practice?

Training

Next, we would like to discuss the training that you received related to the administrator evaluation system used during the 2017/18 school year.

26. How did the training you received on the evaluation system support your understanding of the evaluation process?
27. Who provided the training you received?
28. What aspects of the training were most helpful and why (e.g., how to set goals, how to demonstrate professional practices, how performance rating scores are achieved/calculated)?
29. What aspects of the training were least helpful and why?
30. What training/professional development would you like to see in the future to help you better support your practice as an administrator?

Coaching

For this last section, I would like to talk with you about the coaching or mentoring you might have received during the 2017/18 school year.

31. Did you have a coach/mentor during the 2017/18 school year?
32. In what ways, if at all, did your coach/mentor help you to grow professionally?
33. In what ways, if at all, did you and your coach/mentor use the data, feedback, or results related to the evaluation system to guide your professional growth

APPENDIX B. RESPONSES TO ALL SURVEY ITEMS

RESPONDENT DATA

Table B1. Response statistics

Survey Status	Percent	Count
Complete	84%	371
Partial	9%	39
Disqualified	7%	30
Total:		440

Note. Forty-one of the 440 participants were removed due to duplicate cases or failure to answer key survey questions.

Table B2. Responses to question 1: How many years have you worked as an administrator, including the 2017–2018 school year?

Number of Years	Percent	Count
1 year	7.6%	30
2–3 years	14.6%	58
4–5 years	17.9%	71
6–9 years	22%	87
10–19 years	33.6%	133
20+ years	4.3%	17
Total:		396

Table B3. Responses to question 2: How many years have you worked as an administrator in your district, including the 2017–2018 school year?

Number of Years	Percent	Count
1 year	12.3%	49
2–3 years	21.1%	84
4–5 years	19.8%	79

Number of Years	Percent	Count
6–9 years	20.6%	82
10–19 years	25.1%	100
20+ years	1.3%	5
Total:		399

Table B4. Responses to question 3: How many educators did you evaluate during the 2017–2018 school year?

Number of Educators	Percent	Count
None	1.5%	6
Between 1 and 10	9.0%	36
Between 11 and 20	32.6%	130
Between 21 and 30	40.9%	163
Between 31 and 40	12.0%	48
More than 40	4.0%	16
Total:		399

Table B5. Responses to question 4: Who was your direct supervisor during the 2017-2018 school year (the person responsible for overseeing your day-to-day activities)?

Direct Supervisor	Percent	Count
Assistant principal	0.5%	2
Assistant superintendent	15.0%	60
Director	9.5%	38
Member(s) of school board	1.3%	5
Principal	27.3%	109
Superintendent	43.6%	174
Other (write in) ^a	2.8%	11
Total:		399

^a See list below for responses.

Other (write in) responses:

- Board of directors
- Chief academic officer
- Curriculum director
- Deputy superintendent
- Executive administrator
- Executive director for elementary education
- Management company
- Principal supervisor

Table B6. Responses to question 5: During the 2017–2018 school year, who was primarily responsible for evaluating your performance? (Select all that apply)

Evaluator	Percent	Count
Assistant principal	0%	0
Assistant superintendent	18.3%	73
Central office staff member	5.3%	21
Director	9.8%	39
Evaluation consultant	0.3%	1
Human resources administrator	2.3%	9
Member(s) of school board	1.8%	7
Principal	24.1%	96
Superintendent	51.4%	205
Other (write in) ^a	1.5%	6
Unsure	0%	0

^a See list below for responses.

Note. Respondents could make more than one selection, so percentage sums may exceed 100.

Other (write in) responses:

- Chief academic officer
- Curriculum director
- Deputy superintendent
- Executive director of elementary education
- Management company
- Principal supervisor

Table B7. Responses to question 6: Please identify the administrator evaluation system used in your district during the 2017–2018 school year.

Evaluation System	Percent	Count
MASA's School ADvance Administrator Evaluation Instrument	49.9%	199
The Multidimensional Leadership Performance System (formerly Reeves Leadership Performance Rubric)	9.5%	38
Unsure	12.5%	50
Other (write in) ^a	27.6%	110
	Total:	397

^a See list below for responses.

Other (write in) responses:

- 7 Indicators of Excellence
- Collins & Blaha, P.C.
- Modified Danielson Teaching Framework
- Edivate
- Frontline: My Learning Plan
- Interstate School Leaders Licensure Consortium (ISLLC) Standards
- Local adaptation of AdvanceEd School/System Quality Factors
- Locally developed system
- Marzano's Leadership Model
- Michigan Association of School Boards (MASB) Superintendent Evaluation
- Pivot with 5D+
- STAGES

Table B8. Responses to question 7: How many years has your district's administrator evaluation system been in use, including the 2017–2018 school year?

Number of Years	Percent	Count
1 year	11.1%	44
2–3 years	54.4%	215
4–5 years	15.9%	63
6–9 years	2.0%	8
10+ years	1.8%	7
Unsure	14.7%	58
	Total	395

Table B9. Responses to question 8: During the 2017–2018 school year, did your district post assurances (e.g., author qualifications, what the system measures, how the system is associated with effective leadership practices) related to your administrator evaluation system under the transparency mitten on the district’s webpage?

Response	Percent	Count
Yes	42.8%	169
No	12.4%	49
Unsure	44.8%	177
Total:		395

Table B10. Responses to question 9: During the 2017–2018 school year, how often

Question	Not at all	Once	Twice	Three times	Four times	5 + times	Total Responses
did you meet with your evaluator(s)?	4.8%	14.3%	21.4%	14.8%	4.3%	40.3%	392
were you observed by your evaluator(s)?	36.9%	6.9%	9.0%	8.2%	3.8%	35.1%	390
was evidence collected for your evaluation by your evaluator(s)?	21.7%	19.9%	16.5%	12.1%	5.4%	24.3%	387

Table B11. Responses to question 10: During the 2017-2018 school year, when did you receive evaluation/performance ratings? (Select all that apply)

Month	Percent	Count
August–October	3.0%	12
November–January	11.3%	45
February–April	7.3%	29
May–July	83.5%	333
I did not receive evaluation/performance ratings	0%	0

Note. Respondents could make more than one selection, so percentage sums may exceed 100.

Table B12. Responses to question 11: What was the purpose of the administrator evaluation system used in your district during the 2017–2018 school year? (Select all that apply)

Purpose	Percent	Count
Articulate state, school or district goals	37.8%	151
Determine administrator competencies	74.4%	297
Establish a coherent vision	24.6%	98
Improve administrator practice	68.7%	274
Support teachers	27.3%	109
Other (write in) ^a	4.8%	19

^a See list below for responses.

Note. Respondents could make more than one selection, so percentage sums may exceed 100%.

Other (write in) responses:

- Compliance
- Discuss success of school in eyes of community
- Educational leadership
- Improve achievement
- Incentive based pay
- Unsure

Table B13. Responses to question 12: Please rate your level of agreement with the following statements about your district’s administrator evaluation system used during the 2017–2018 school year.

Statement	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
I have a clear understanding of my district’s administrator evaluation system.	19.6%	47.7%	20.4%	9.3%	3.1%	388
I have a clear understanding of the data and evidence that can be included in my evaluation.	18.0%	50.0%	15.7%	12.9%	3.4%	388
I have a clear understanding of how to set appropriate	19.4%	54.8%	14.2%	10.6%	1.0%	387

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
professional growth goals as part of my evaluation.						
I understand my responsibilities in completing my evaluation (e.g., setting goals, collecting artifacts or evidence related to my professional practices, conducting a self-assessment of my skills and abilities as an administrator, etc.).	25.1%	51.2%	2.9%	9.0%	1.8%	387

Table B14. Responses to question 13: During the 2017–2018 school year, who provided evidence about your performance to inform your evaluation/performance ratings? (Select all that apply)

Who Provided Evidence	Percent	Count
Assistant principal	3.0%	12
Assistant superintendent	14.5%	58
Community members (please specify)	3.0%	12
Director	8.5%	34
Members of school board	2.8%	11
Myself (through a self-assessment, reflective materials, goal-setting forms, etc.)	53.1%	212
Parents	13.8%	55
Principal	21.1%	84
School staff	21.3%	85
Students	9.0%	36
Superintendent	33.6%	134
Other (write in) ^a	6.8%	27

^a See list below for responses.

Note. Respondents could make more than one selection, so percentage sums may exceed 100.

Community members (please specify) responses:

- Climate survey of stakeholders
- Deputy superintendent
- Parent surveys, emails
- People work with in partnership
- Perception data-survey
- Service learning partners
- School improvement survey
- Stakeholders
- Various communications with board members

Other (write in) responses:

- Central office staff
- Chief academic officer
- Compliance officers
- Director of assessment
- Director of student achievement
- District staff
- Executive director of elementary education
- MDE, Recognition with Achievement Award
- Nobody
- Perception data
- Principal supervisor/manager
- Unsure

Table B15. Responses to question 14: During the 2017–2018 school year, did your district’s administrator evaluation system include the following components? (Select all that apply)

<i>Statement</i>	Yes	No	Unsure	Total Responses
Description of an evaluation cycle (i.e., a continuous improvement process that includes planning and goal-setting, and the collection of data from multiple sources to chart professional growth and refine goals)	64.4%	23.1%	12.5%	376
Evaluation rubric/scorecard/checklist	89.2%	8.5%	2.4%	378
Evaluatee training resources (e.g., videos, examples of professional practices, glossary of terms, examples of completed evaluation materials)	38.5%	48.9%	12.6%	374
Guidance on including artifacts or evidence (e.g., portfolio, certifications, professional development records, parent and staff	48.1%	42.3%	9.6%	376

<i>Statement</i>	Yes	No	Unsure	Total Responses
correspondence, community engagement plan, school performance plan, etc.)				
Observational protocols	30.5%	56.5%	13.0%	377
Professional goal-setting guide	45.6%	42.7%	11.7%	377
Performance improvement plan guide	23.6%	56.2%	20.2%	377
Quality controls (i.e., procedures that are necessary to ensure that the evaluation system is implemented correctly)	22.0%	54.6%	23.3%	377
Reflection guide	36.6%	49.5%	13.9%	374
Self-assessment guide	62.8%	30.1%	7.1%	379
Staff feedback tool (e.g., surveys or interviews)	40.2%	47.9%	11.9%	378
Parent feedback tool (e.g., surveys or interviews)	33.6%	52.4%	14.0%	378
Student feedback tool (e.g., surveys or interviews)	30.9%	55.9%	13.3%	376
Rating categories (e.g., performance categories of highly effective, effective, minimally effective, and ineffective)	93.1%	4.8%	2.1%	377
Other ^a	4.1%	41.2%	54.7%	245

^a See list below for responses.

Note. Respondents could make more than one selection, so percentage sums may exceed 100.

Other (write in) responses:

- Data
- None
- Stages
- State testing protocols
- Tools for collaboration and discussion within the system

Table B16. Responses to question 15: Please rate your level of agreement with the following statements about the rubric/scorecard/checklist used in your district’s administrator evaluation system in the 2017–2018 school year.

My district’s administrator evaluation scorecard/rubric/checklist . . .

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
clearly defines what is expected of me as an administrator.	23.4%	50.4%	16.9%	7.1%	2.1%	337
clearly describes what I need to know and do to earn each rating score.	23.8%	46.4%	17.9%	9.8%	2.1%	336
is appropriate for my position.	22.3%	51.6%	14.8%	9.5%	1.8%	337
provides a clear path for improving my practice.	18.4%	37.7%	26.4%	15.1%	2.4%	337
includes providing feedback to teachers.	15.8%	37.5%	22.9%	19.9%	3.9%	336

Table B17. Responses to question 16: During the 2017–2018 school year, did your district’s administrator evaluation system include assessment of the following areas?

<i>Statement</i>	Yes	No	Unsure	Total Responses
Communication	88.5%	8.8%	2.7%	375
Data use	93.1%	4.5%	2.4%	375
Decision-making	88.3%	6.9%	4.8%	376
Faculty development	82.1%	10.4%	7.5%	374
Instructional support	88.5%	7.2%	4.3%	374
Leadership	96.0%	1.9%	2.1%	376
Leadership development	75.8%	13.8%	10.4%	376
Mission, vision, or core values setting	78.1%	16.0%	5.9%	375
Organizational management	84.8%	9.1%	6.1%	375

<i>Statement</i>	Yes	No	Unsure	Total Responses
Personnel behavior	68.4%	18.7%	12.8%	374
Professionalism	88.0%	7.7%	4.3%	375
Professional learning	85.1%	9.6%	5.3%	375
Professional ethics	79.8%	11.9%	8.4%	371
Resilience	48.4%	27.5%	24.1%	374
Results	87.2%	6.7%	6.1%	374
Student achievement	94.4%	3.2%	2.4%	376
Student behavior	52.7%	32.6%	14.7%	374
Systems management	78.6%	11.0%	10.4%	374
Technology	66.6%	20.6%	12.8%	374
Time/Task/Project management	63.5%	21.4%	15.0%	373
Other ^a	6.6%	39.7%	53.7%	242

^a See list below for responses.

Other (write in) responses:

- Collaboration
- Data
- Formative assessments
- Growth data
- None
- Parent involvement
- Professional Learning Community (PLC) process as narrative
- Stakeholder involvement

Table B18. Responses to question 17: During the 2017–2018 school year, did your district require that student data be included in your evaluation?

Response	Percent	Count
Yes	85.9%	322
No	10.1%	38
Unsure	4.0%	15
Total:		375

Table B19. Responses to question 18: Please rate your level of agreement with the following statements about including student data in your evaluation for the 2017–2018 school year.

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
I believe that the student data used in my evaluation reflect my contribution to student learning.	13.1%	40.7%	20.2%	21.1%	5.0%	337
My impact on student data is a significant part of my evaluation.	15.1%	46.6%	26.1%	11.0%	1.2%	337
My district has clearly defined how student data will contribute to my evaluation results.	18.1%	39.2%	19.6%	17.2%	5.9%	337
My district approves student assessments that will be used in my evaluation system to measure student data.	20.9%	49.3%	14.0%	11.3%	4.5%	335

Table B20. Responses to question 19: Which of the following student data/measures were included in your evaluation during the 2017–2018 school year? (Select all that apply)

Student data/measures	Percent	Count
Attendance data	23.3%	93
Behavioral referrals	18.0%	72
District- and school-determined common assessment(s)	40.9%	163
Formative assessment data	19.5%	78
Graduation rates (if applicable)	12.5%	50
Multiple years of comparable student data	24.8%	99
State assessments (for grades/content areas with state assessment data)	44.1%	176
Student growth data	66.4%	265
Student learning objectives	7.8%	31

Student data/measures	Percent	Count
Summative assessment data	20.8%	83
Other (write in) ^a	2.3%	9

^a See list below for responses.

Note. Respondents could make more than one selection, so percentage sums may exceed 100.

Other (write in) responses:

- AIMSweb
- Advanced Placement (AP) exam results
- General thoughts of how students are progressing
- Northwest Evaluation Association (NWEA)
- Student participation levels in AP classes
- Unsure

Table B21. Responses to question 20: What percent of your evaluation performance rating was based on student data in the 2017–2018 school year?

Response	Percent	Count
None	4.7%	16
0–19%	11.3%	38
20–39%	74.5%	251
40–49%	5.9%	20
50% or more	3.6%	12
Total:		337

Table B22. Responses to question 21: Was setting professional growth goals a part of your district's administrator evaluation process during the 2017–2018 school year?

Response	Percent	Count
Yes	76.0%	285
No	20.5%	77
Unsure	3.5%	13
Total:		375

Table B23. Responses to question 22: Please rate your level of agreement with the following statements about setting professional growth goals for your evaluation during the 2017–2018 school year.

My professional growth goals are . . .

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
attainable.	29.3%	61.6%	7.1%	2.0%	0%	294
based upon prior evaluation results (evaluator feedback, stakeholder survey results, student data, etc.), if possible.	17.7%	55.2%	14.2%	12.8%	0%	288
collaboratively set with my evaluator.	21.0%	48.3%	14.3%	16.4%	0%	286
collaboratively set with my supervisor.	21.5%	47.5%	16.2%	14.8%	0%	284
measurable with data collected throughout my evaluation.	18.3%	49.7%	21.0%	11.0%	0%	290
part of the criteria used in my evaluation.	19.7%	55.4%	17.3%	7.5%	0%	294
related to the skills or practices I would like to develop.	29.2%	58.0%	8.1%	4.7%	0%	295
supported by professional development opportunities.	15.4%	48.1%	22.5%	14.0%	0%	285

Table B24. Responses to question 23: Does your district use the results of the administrator evaluation for staffing and support decisions?

Response	Percent	Count
Yes	20.5%	77
No	39.5%	148
Unsure	40.0%	150
Total:		375

Table B25. Responses to question 24: Does your district use the results from the administrator evaluation system to make personnel decisions in any of the following areas?

Statement	Yes	No	Unsure	Total Responses
Certification	20.3%	31.1%	48.6%	222
Promotion	35.0%	19.7%	45.3%	223
Retention	54.7%	11.1%	34.2%	225
State or federal reporting requirements	57.1%	6.7%	36.2%	224
Termination/removal	63.6%	3.1%	33.3%	225

Table B26. Responses to question 25: Have you been offered training on your district's administrator evaluation system used in the 2017–2018 school year?

Response	Percent	Count
Yes	52.3%	196
No	45.6%	171
Unsure	2.1%	8
Total:		375

Table B27. Responses to question 26: Did you attend any of these training opportunities?

Response	Percent	Count
Yes	90.2%	184
No	9.8%	20
Total:		204

Table B28. Responses to question 27: Please rate your level of agreement with the following statements about the training you received on your district's administrator evaluation system used in the 2017–2018 school year.

The training . . .

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
included examples of artifacts and evidence that can be used to inform my evaluation.	16.8%	60.3%	12.5%	9.8%	0.5%	184
included examples of how to demonstrate observable practices.	14.1%	58.7%	13.6%	13.0%	0.5%	184
gave me a clear understanding of my own responsibilities in the evaluation process.	19.6%	54.9%	15.8%	8.7%	1.1%	184
provided opportunities to practice completing my own self-assessment.	15.8%	54.9%	14.1%	13.6%	1.6%	184
included guidance on how to set measurable professional development goals.	13.0%	55.4%	15.2%	14.7%	1.6%	184
included guidance on what data I can use in my evaluation process.	13.0%	53.8%	20.1%	11.4%	1.6%	184
presented information on the components used in	19.1%	63.9%	10.9%	6.0%	0%	183

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
my evaluation (rubric, feedback surveys, goal-setting forms, etc.).						

Table B29. Responses to question 28: During your 2017–2018 evaluation, did you receive feedback?

Response	Percent	Count
Yes	79.8%	297
No	18.5%	69
Unsure	1.6%	6
Total:		372

Table B30. Responses to question 29: During the 2017–2018 school year, when and how did you receive feedback from your evaluator(s)? (Select all that apply)

<i>Month</i>	Formal – Written		Formal – Verbal		Informal – Written		Informal – Verbal	
	Pct.	Count	Pct.	Count	Pct.	Count	Pct.	Count
August–October	18.0%	72	19.3%	77	7.3%	29	32.1%	128
November–January	12.8%	51	13.5%	54	6.8%	27	33.6%	134
February–April	9.3%	37	11.8%	47	6.5%	26	34.6%	138
May–July	55.1%	220	36.1%	144	6.0%	24	18.3%	73
I did not receive this type of feedback.	9.3%	37	10.0%	40	19.5%	78	8.0%	32

Table B31. Responses to question 30: Please rate your level of agreement with the following statements about the feedback you received from your evaluator during the 2017–2018 school year.

The feedback I received from my evaluator . . .

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
helped me to become a more effective administrator.	14.5%	49.5%	20.5%	12.9%	2.6%	303
helped to improve my practice.	15.0%	49.5%	19.9%	13.6%	2.0%	301
included a display of my personal growth and comparative information (i.e., comparison of my performance and other administrators in similar contexts and schools).	8.9%	31.1%	20.9%	31.5%	7.6%	302
included a verbal review of findings from the evaluation.	16.9%	58.3%	13.2%	9.6%	2.0%	302
included a verbal review of plans for improvement.	11.0%	51.3%	17.0%	18.7%	2.0%	300
included a written narrative of findings from the evaluation.	13.6%	53.5%	17.3%	12.3%	3.3%	301
included a written narrative of plans for improvement.	10.3%	30.9%	29.6%	25.6%	3.7%	301
included specific strategies that I could use to improve my practice.	8.1%	39.3%	23.8%	24.2%	4.7%	298
was given in the spirit of continuous improvement.	23.7%	56.2%	11.0%	7.7%	1.3%	299

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
was provided in a clear and concise report by each evaluation area, standard, or domain.	18.2%	48.1%	19.5%	11.8%	2.4%	297

Table B32. Responses to question 31: Following an observation, my evaluator provided feedback . . .

Response	Percent	Count
within one day.	19.3%	57
within one week.	35.3%	104
within 2–3 weeks.	9.5%	28
within a month.	11.2%	33
after more than a month.	24.7%	73
Total:		295

Table B33. Responses to Question 32: Please rate your level of agreement with the following statements about the system used for your 2017–2018 evaluation.

The administrator evaluation system used in my district . . .

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
accurately evaluates experienced administrators.	10.5%	42.7%	24.6%	16.5%	5.7%	370
accurately evaluates novice administrators.	9.2%	38.8%	27.5%	18.9%	5.7%	371
allows me to demonstrate professional growth over time.	13.0%	53.0%	16.2%	14.9%	3.0%	370

<i>Statement</i>	Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total Responses
encourages a collaborative process between my evaluator and me.	15.3%	47.8%	17.7%	15.1%	4.0%	372
gives me an opportunity to have a dialogue about my performance with my evaluator.	18.0%	57.6%	12.1%	10.2%	2.1%	373
gives me an opportunity to reflect on my professional practice.	21.4%	57.4%	11.3%	8.0%	1.9%	373
helps me to identify my strengths.	17.4%	60.1%	10.5%	10.2%	1.9%	373
helps me to identify opportunities for growth.	16.9%	61.7%	11.8%	7.5%	2.1%	373
provides information that helps me understand my performance over the course of the year.	11.4%	45.7%	23.6%	16.0%	3.3%	368
provides ongoing information that I can use to inform my practice.	12.1%	48.4%	18.0%	18.3%	3.2%	372
is fair.	14.1%	47.3%	23.8%	11.9%	3.0%	370
is implemented consistently throughout my district.	13.8%	36.2%	24.3%	17.8%	7.8%	370

Table B34. Responses to question 33: During the 2017–18 school year, did you have a coach/mentor?

Response	Percent	Count
Yes	15.0%	56
No	85.0%	317
Total:		373

Table B35. Responses to question 34: Was your coach/mentor also your direct supervisor?

Response	Percent	Count
Yes	37.5%	21
No	62.5%	35
Total:		56

Table B36. Responses to question 35: What was your coach/mentor's position?

Coach/Mentor	Percent	Count
Assistant principal	0.3%	1
Assistant superintendent	1.0%	4
Director	1.0%	4
Evaluation consultant	0.5%	2
Human resources administrator	0%	0
Principal	5.3%	21
Superintendent	1.8%	7
Other (write in) ^a	4.0%	16

^a See list below for responses.

Other (write in) responses:

- Consultant
- Curriculum coordinator
- Curriculum director
- Data coach
- Hired mentor
- Independent consultant

- Intermediate school district
- Leadership coach
- Literacy consultant
- New principal mentor
- Principal manager
- Retired principal serving as a district coach
- Transformation coach

Table B37. Responses to question 36: Did your coach/mentor provide guidance on your professional practice as an administrator?

Response	Percent	Count
Yes	87.3%	48
No	12.7%	7
Total:		55

Table B38. Responses to question 37: Was your coach/mentor affiliated with any of the following organizations? (Select all that apply)

Organization	Percent	Count
District	10.0%	40
Intermediate school district	1.3%	5
Regional education service agency	0%	0
Michigan Association of School Administrators	2.3%	9
Other (write in) ^a	2.3%	9

^a See list below for responses.

Other (write in) responses:

- Independent consultant
- Independent coach
- Michigan Elementary and Middle School Principals Association (MEMSPA)
- Michigan Association of Secondary School Principals
- Reading Now Network Literacy Grant

Responses to question 38: The Michigan Department of Education (MDE) is interested in learning about administrator evaluation systems to better identify ways in which to support district administrators. In the space below, please share any experiences and/or feedback that would assist MDE in this process.

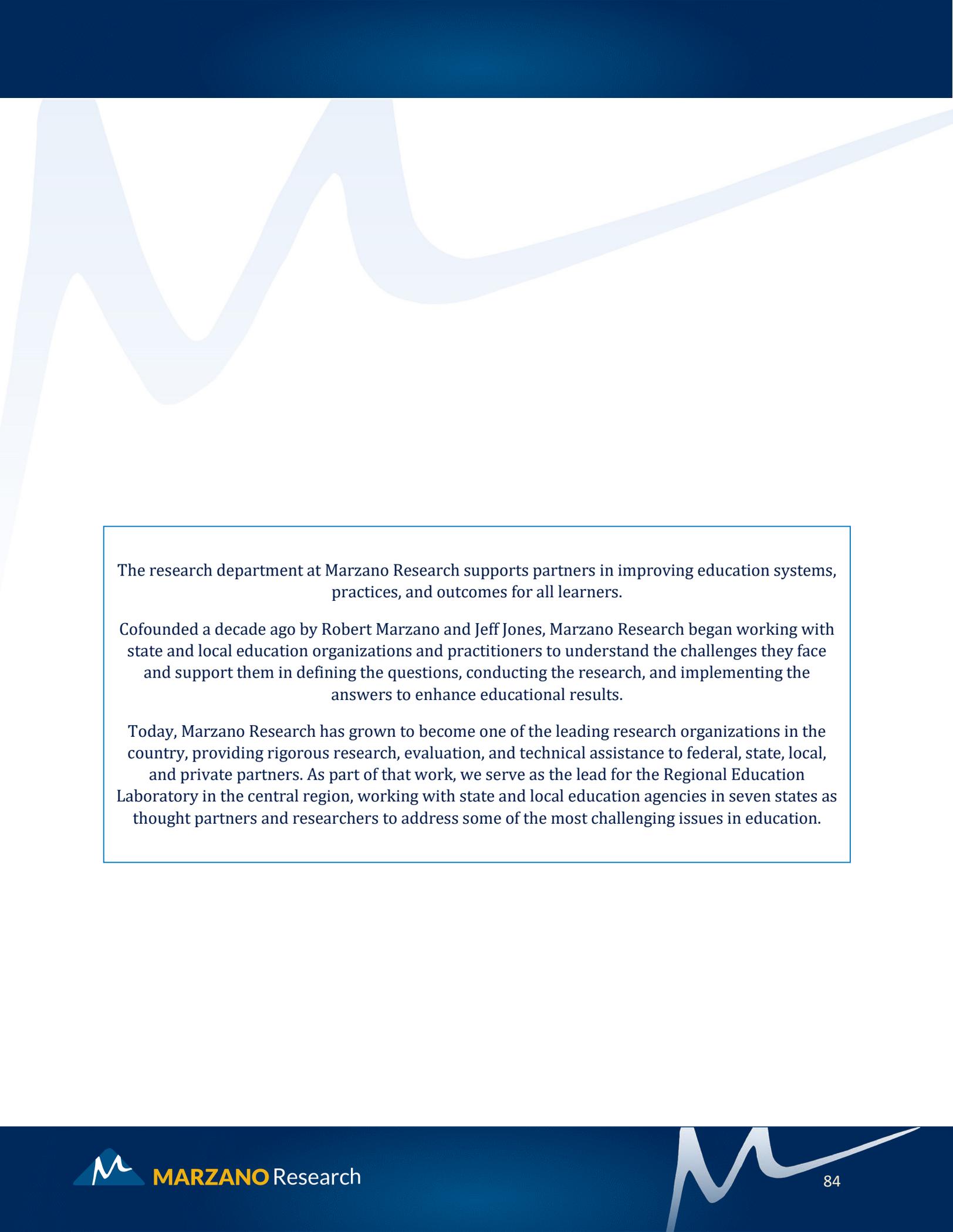
Common open-ended response categories with explanations:

- Respondents wrote what they like about the current systems.
 - The evaluation systems used, specifically School ADvance, Marzano, and STAGES, were liked because of their clarity and conciseness.
 - Consistent feedback from the evaluators as well as a collaborative relationship with the evaluators were seen as helpful.
 - When the intent is continuous improvement, then the evaluation system can be helpful to administrators.
- Respondents wrote what they did not like about the current systems.
 - The evaluations did not fit their day-to-day jobs (e.g., building management). They believed that their jobs were too complex to be captured by a one-for-all evaluation system.
 - There was a lack of implementation fidelity and consistency. This was believed to be due to lack of knowledge around the evaluation systems and also lack of time from both evaluators and evaluatees to fully implement the systems because of the complexity of their jobs.
 - The evaluation systems did not benefit the administrators because they were subjective, the feedback received was unhelpful, and *highly effective* was unattainable.
 - The student data used in the evaluations did not reflect student learning, especially in nontraditional settings.
 - There were too many expectations and guidelines from the state. Administrators expressed the desire for more local control.
- Respondents had some suggestions for the state.
 - More guidance on the student growth piece is needed.
 - The student growth piece should be based in part on student learning objectives (SLOs).
 - The evaluation system needs to be implemented with fidelity to ensure fairness and consistency. Training was seen as a way to help improve this.
 - Training should be mandated for evaluators and evaluatees to ensure a shared understanding. It would be helpful if trainings were not during school months (e.g., were in the summer) because it is difficult for administrators to leave their buildings once school has started.
 - More opportunities for professional development, job embedded coaching, and mentoring would be helpful for administrators to improve their practice.
 - The evaluation system needs to be growth- and development-based and not based on compliance.

- Feedback from evaluators needs to be timely so that it can be usable for administrators to grow and develop.
- More support for small districts is needed because of the lack of manpower and funds.
- Administrators from independent school districts (ISDs) also expressed needing more support from the state.
- The evaluation system needs to be easy to use, efficient, and concise. This might include not evaluating administrators on the whole evaluation framework but instead focusing on certain areas based on their goals.
- Evaluators should observe administrators doing their job throughout the year to inform their evaluations.
- More funding is needed to support implementation of evaluation systems.
- Administrators would like to receive more feedback from their evaluators. Some expressed that they had only received feedback at the end of the year, which is not helpful in improving their practice for that year.
- A few respondents expressed wanting more guidelines from the state. This would support fidelity of implementation as well as collaboration around evaluation.

Table B39. Responses to question 39: Would you be interested in participating in an interview to provide more information regarding your experiences being evaluated as an administrator?

Response	Percent	Count
Yes	28.2%	104
No	71.8%	265
	Total:	369



The research department at Marzano Research supports partners in improving education systems, practices, and outcomes for all learners.

Cofounded a decade ago by Robert Marzano and Jeff Jones, Marzano Research began working with state and local education organizations and practitioners to understand the challenges they face and support them in defining the questions, conducting the research, and implementing the answers to enhance educational results.

Today, Marzano Research has grown to become one of the leading research organizations in the country, providing rigorous research, evaluation, and technical assistance to federal, state, local, and private partners. As part of that work, we serve as the lead for the Regional Education Laboratory in the central region, working with state and local education agencies in seven states as thought partners and researchers to address some of the most challenging issues in education.



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