

Breaking New Ground: Principal Evaluation and Observation

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Overview

1. Principal evaluation impetus
2. Key components of TIF requirements
3. Examples of TIF principal evaluation designs
4. Principal observations: a common challenge
5. Activity/Community of Practice



Impetus for Effective Principal Evaluation

- Federal policy (RttT, School Improvement Grants, ESEA reauthorization and TIF) increasing focus on principal effectiveness
 - Measures
 - Distribution
 - Rewards
- Leadership improvement & accountability
- Leader impact on student outcomes



Principals' impact on student achievement outcomes

- Primary influence is indirect
 - Allocating human and financial resources to advance improvement agendas and serve students
 - Creating safe learning environments
 - Ensuring high quality teaching and other services are available
 - Monitoring progress with data



Principals' impact on teaching quality

- Influence is direct and indirect
 - Setting goals and expectations for teacher and student performance, monitoring performance
 - Influencing staff quality and support
 - Influencing organizational structure and culture, and reform agendas



TIF Principal Evaluation Requirements

- Rubric or rating scale with multiple levels
- Significant weight on student growth
- Includes 2 or more observations each year by trained observers
- Includes additional forms of evidence
- Assurances for inter-rater reliability



Principal evaluation components

- Evaluation standards/rubrics
- Measures of practice
- Measures of outcomes
- Performance categories based on evaluation
- Evaluation outcomes: professional development, intervention, retention, pay



Round Rock ISD - RRISE

Principal Evaluation System

Anthony Sorola and Anna Warren

Student Growth/Performance

- Calculations based on growth and performance data
- Elementary school principals evaluated on state assessments of reading and math
- Middle school principals evaluated on state assessments of reading, math, science, and social studies



Principal Observations

- Rubric is aligned with Texas Administrative Code principal competencies
- Three observations conducted over the school year by a district-level observer
- Observations of a data meeting, professional development session, and teacher observation conference



Action Research Project

- Develop a research project that is relevant to the needs of the principal's campus
- Collect quantitative and qualitative data and complete periodic checkpoint reflections regarding the project
- Collaborate with colleagues about the project and progress toward goals



Leadership Coaching

- Individualized leadership coaching offered to principals
- Coaching goals determined through self assessment, feedback from district-level observers, and campus performance data
- Professional learning plans for principals are emphasized



Lessons Learned

- Involve principals in decision-making
- Secure assistance from experts in the field
- Build upon successful district initiatives
- Focus observations on key principal attributes
- Be flexible and willing to enhance processes
- Build relationships first



Principal Evaluation Activity

- Table Discussions – see handout
- Reporting out: Describe a particularly strong component of your principal evaluation system



Focus on Principal Observation

- TIF requires at least 2 observations of principal practice
- Designing principal observation measures has been a challenge for many TIF sites
 - Does Val-Ed count as an “observation”?
 - What should be observed and how many observations should we do?
 - What rubrics should we use?



Principal Observation

- Focus here is on direct observations, not document analysis or 360 surveys
- There are many possible “venues” for principal observation
 - Faculty meetings
 - Leadership Team meetings
 - School walkthroughs and subsequent feedback
 - Teacher evaluation conferences
 - Parent or community meetings



Principal Observation

- What information about practice will be revealed through the observation?
- Which venues will yield the best information about key leadership practices?
- How will the leadership standards be “seen” during the observations?
 - Specify “look-fors” for each observation venue



Principal Observation

- Link observation venues and “look-fors” to relevant evaluation rubrics
- Develop observation forms to help evaluators gather evidence relevant to rubrics
- Train evaluators for consistency in observations



REACH-ARISE

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REACH-ARISE Example

- Components of Principal Evaluation:
 - School wide achievement measures (Academic Performance Index)
 - Evaluation of Practice
 - Peer & Self Formative Assessment of Practice
 - Formative Evaluation of Educational Leadership Practice
 - Educational Leadership Performance Assessment
- Each evaluation of practice involves observations, but with different purposes
- All use the conceptual framework of the California Professional Standards for Educational Leaders



REACH-ARISE Example, cont.

- Educational Leadership Performance Assessment:
 - Plan, deliver (video), and reflect on a teacher conference
 - Purpose of this observation is to add a performance/skill based assessment
 - Modeled on the Summative Evaluation of Teaching Practice (which is modeled on the National Boards “Take One”)
 - Externally (blind) scored with 20% double scoring
- Addresses particular challenges of charter schools:
 - Scoring by trained educational leaders
 - Provides an external accountability component



Community of Practice Activity on Principal Observations

See Handout

Reporting out: What are some of the challenges discussed
and the possible solutions?

Session Wrap-up

- Technical Assistance is available
- Stay tuned for on-line communities of practice

