



# Principal Evaluation

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## **Why is principal evaluation a challenge?**

- Complexity of job
- Multiple messages about job expectations
- Context-dependency & multiple paths to success
- Tradition of principal autonomy
- Politics

## **Multiple Goals for an Evaluation Process**

- Communication/goal setting
- Development
- Accountability
- Symbolize control

## **Main approaches:**

- Outcome-based
  - Attainment (*NCLB*)
  - Change in attainment
  - Value added
- Behavior-based
  - ISLLC standards (Hessel and Halloway, 2002)
  - Reeves (2004)
  - Vanderbilt Assessment of Leadership in Education (VALED – 2008)

**Neither outcome-based nor behavior-based approaches are likely to be sufficient on their own.**

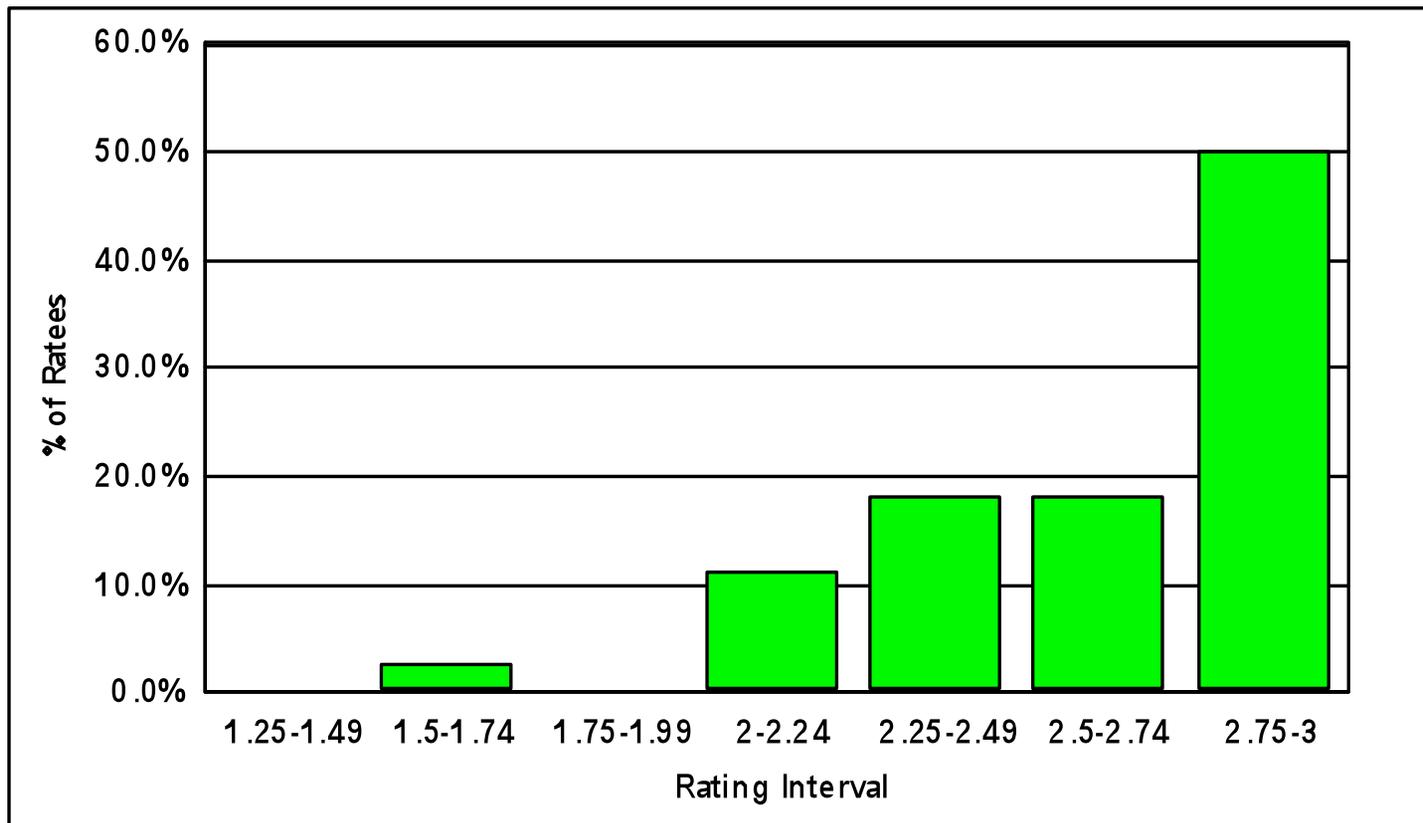
## **An evaluation approach based only on student-level outcomes has some limitations:**

- Principal's effects on student achievement are indirect
  - Time lag
  - New principals
- Many school functions & principal responsibilities do not involve tested subjects
- Hard to learn how to improve from results-only feedback

## **But an evaluation approach based only on principal behaviors also has limitations**

- Generic – may not cover important district strategies or fit individual school context
- May not align with other messages district is sending
- Rater leniency
- Can seem disconnected from the bottom line results policymakers are expecting

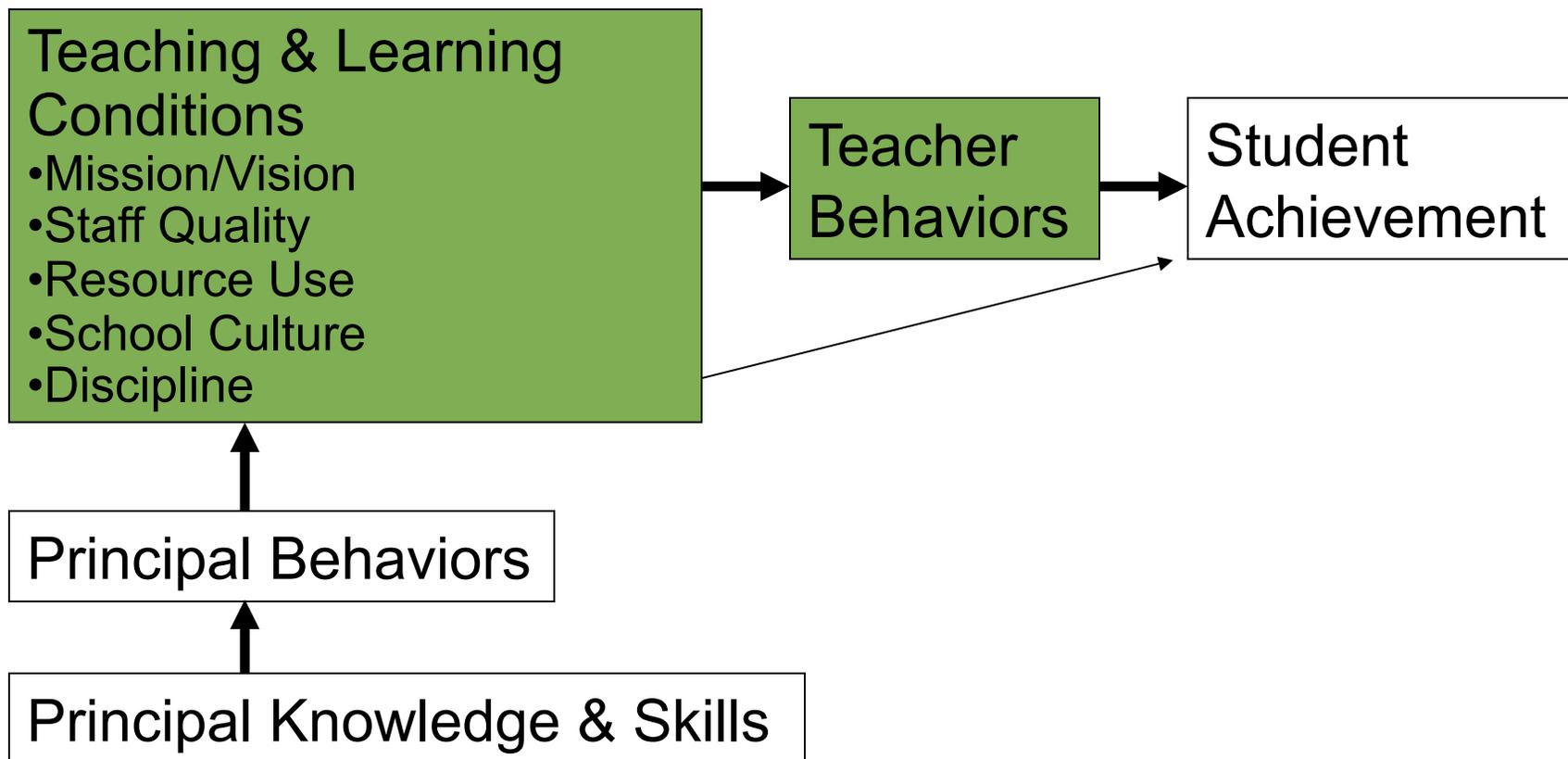
# One District's Rating Distribution



## **Premise: need to combine approaches to meet all the goals of evaluation & reflect the complexity of the principal job**

- Development of needed skills
- Behaviors that affect teaching & learning
- Intermediate outcomes (strategy implementation, teaching & learning conditions at the school)
- Meeting student achievement goals

# Principal Effects on Student Achievement



## **Potential Approach: Principal Score Card**

- Goals established for development, behavior, intermediate outcomes, and student outcomes
- Measures developed for each level
- Ratings or scores at each level based on goal attainment
- Overall evaluation is a weighted combination of how well goals at each level were met

## **Level 1: Developmental Goals**

- Based on last year's evaluation results
- Established individually with each principal
- Example: principal will attend PD workshops on providing feedback & coaching to teachers; principal will observe colleagues with expertise

## **Level 2: Principal Behavior Assessment**

- Use standards-based or similar approach with behavioral rating scales
  - Planning & visioning
  - Instructional leadership
  - Communication skills
  - Community relations
- Apply uniformly to all principals
- Concentrate on a few standards each year based on principal experience, past evaluations; cover all in 3- to 4-year cycle

## **Level 3: Assessment of Intermediate Outcomes**

- Goals set based on school context & past performance
- Objective & judgmental measures:
  - Climate/culture survey scores
  - Teacher turnover/experience distribution
  - Alignment of school PD to school improvement plan
  - Quality of feedback provided to teachers after observations

## **Level 3: Assessment of Intermediate Outcomes**

- Implementation of district-recommended instructional strategies (as assessed during walk-throughs by outside observers)
- Percent of teachers actively working with instructional coaches

Are the strategies for improving student achievement being deployed?

## **Level 4: Assessment of Student Outcomes**

- Value-added
- Attainment trend
- Graduation/dropout rates
- Achievement gap reduction

(Same sorts of things you are rewarding in your incentive plan)

Established uniformly or set individually?

## Principal Score Card

<b>Dimension</b>	<b>Rating</b>	<b>Weight</b>	<b>Score</b>
Development	3	20%	.60
Behavior	4	20%	.80
Intermediate Outcomes	3	30%	.90
Student Outcomes	2	30%	.60
Total			2.90

## Examples from Current TIF Grantees

<b>Grantee</b>	<b>Principal Measurement Category</b>	<b>Award amounts</b>
Dallas	High-needs school	\$10,000
	Principal Performance incentive	\$7,500 – 10,000
	School Effectiveness	\$1,250 - \$2,000
Beggs County	Increasing API Bonus – Principals only	\$1,000
	Quarterly Evaluation – Principals, Vice-Principals, and Intern-Principals	\$400
	Teacher Appraisal Professional Develop. – Principals, Vice-Principals, & Intern-Principals	\$1,500
	Administrators Coaching Professional Develop – Principals, Vice-Principals, & Intern-Principals	\$500
	Professional Development Bonus	\$1,000
Charlotte	Principal Merit-based Supplement	10 – 15%
	Payout for administration of SLP process	\$5,600
Cumberland	Based on growth / leadership	\$1,000

## Examples for current grantees

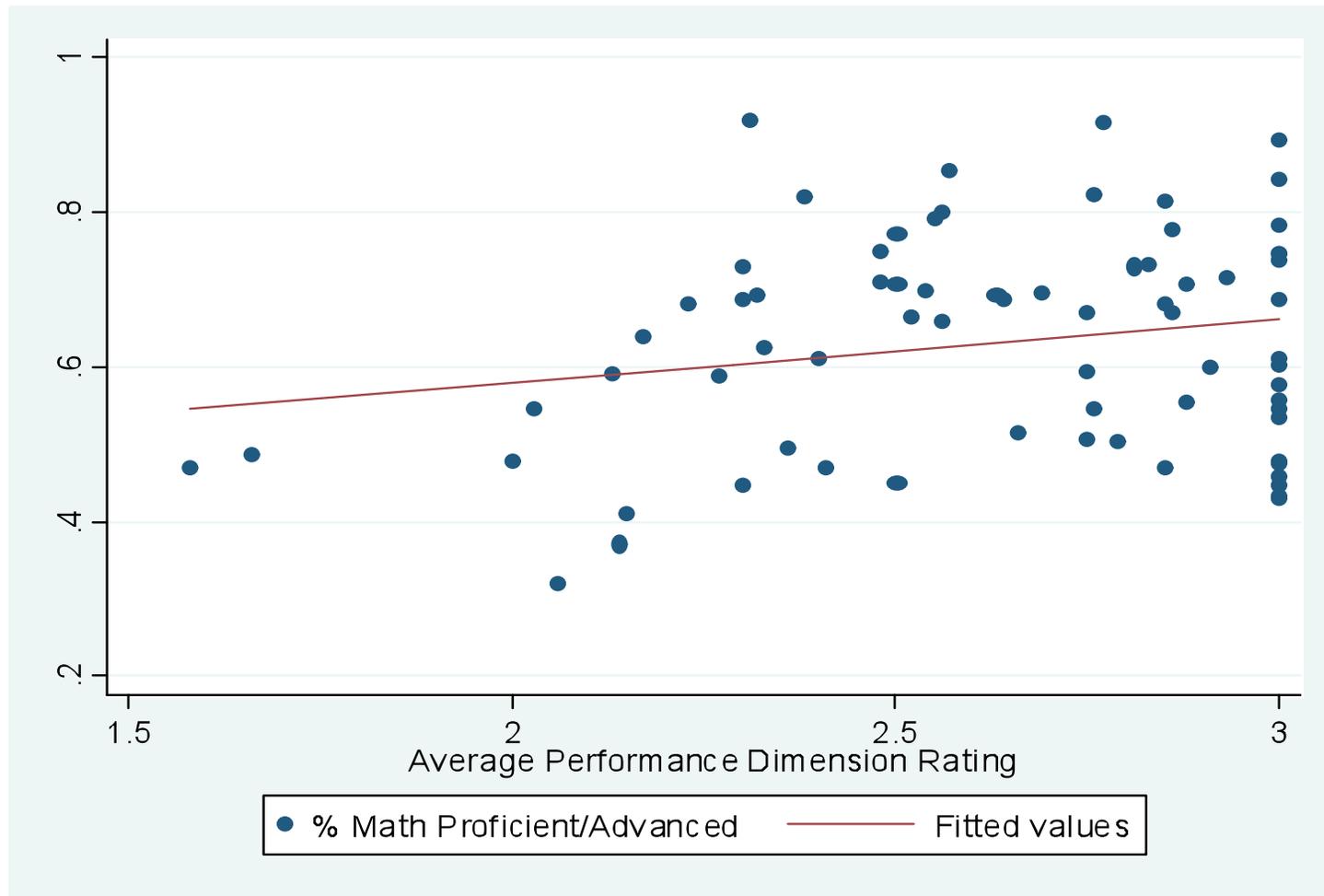
<b>Grantee</b>	<b>Principal Measurement Category</b>	<b>Award amounts</b>
Miami Dade	Increase on Scorecard	\$1,000
Prince George County	Administrator Evaluation	Up to \$4,000
	School Wide Student Achievement	Up to \$4,000
	Leadership Contribution	Up to \$4,000
	Professional Development	Up to \$4,000
	Best Practices	Up to \$4,000
School of Excellence in San Antonio	Principal Incentives based on Student Achievement	Varies depending on number of students and passing rate
	Principal Incentives based on Multiple Observations	\$350 - \$500
South Dakota	School-based performance award	\$4,000
	Individual leadership roles (principals and assistant principals)	\$1,000
	Individual effective performance (principals only)	\$1,000

## **Other Way Behavioral & Outcome Measures Can Work Together**

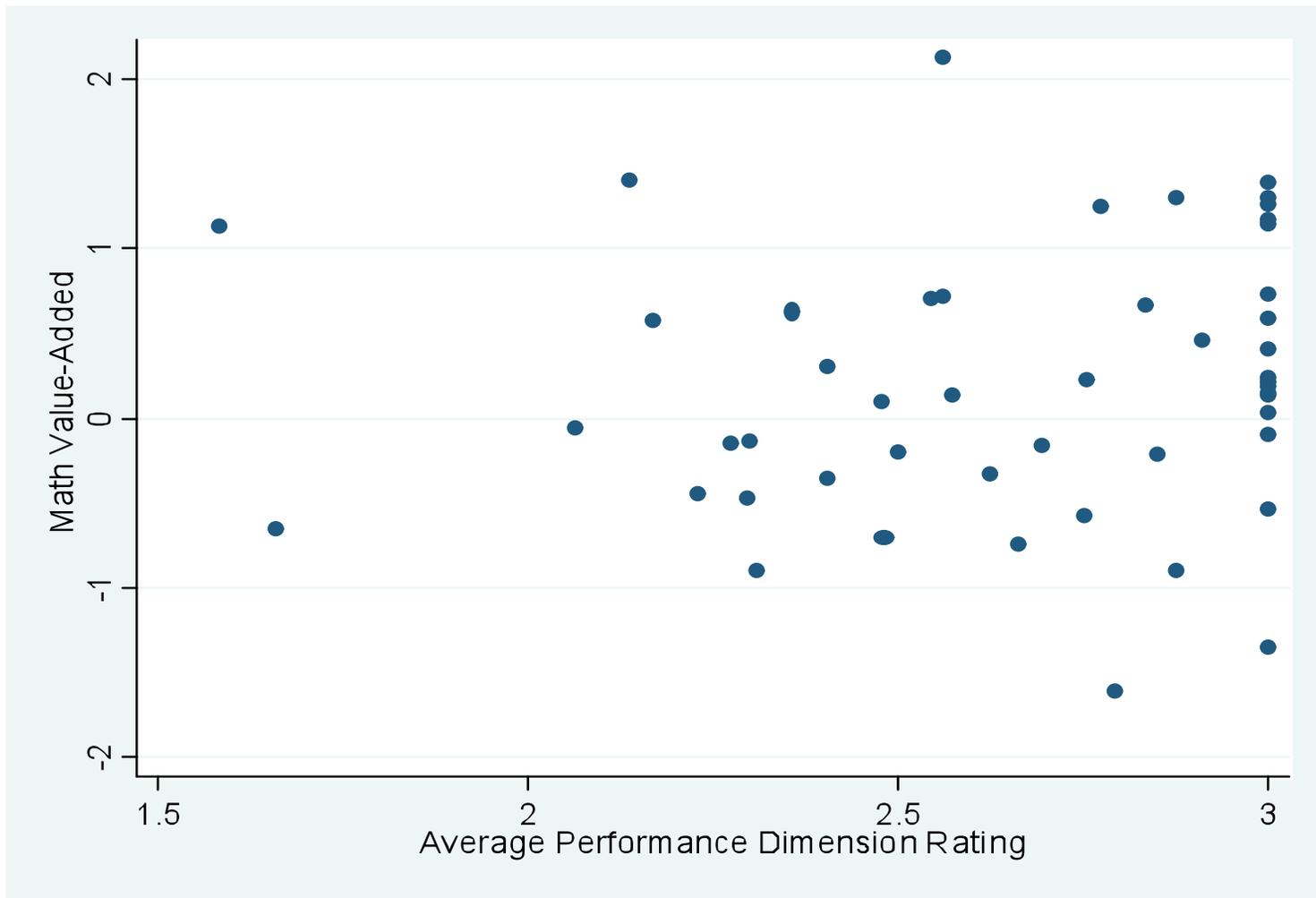
- Calibration
- System refinement & validation
- Evaluation of principal selection, induction, & development programs

**Intervention → behaviors → outcomes**

## Evaluation Ratings & % Proficient in District X



## Evaluation Ratings & Value Added in District X



**However, behavioral and outcome measures are not going to be perfectly correlated.**

- Indirect causal link between principal behavior and student learning
- Measurement error & instability in outcome measures, even value-added estimates of school productivity
- Measurement error in behavior ratings

## Concluding discussion:

Share with our group some of your experiences, challenges, ideas, and solutions for how to effectively evaluate school leaders in your district, specifically as this performance evaluation relates to your TIF project

## For more information

- <http://cecr.ed.gov/guides/principalCompensation.cfm>  
(CECR resource on compensating principals)
- <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/default.aspx>