

Principal Evaluation

Background on 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

For more on Principal Evaluation

- View the video presentations:
 - Limitations of Evaluation
 - One Potential Approach: The Principal Scorecard
 - Correlation Between Behavior and Outcome Measures
- Read the Guidebook to Implementation module on Principal Evaluation



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Limitations of Evaluation

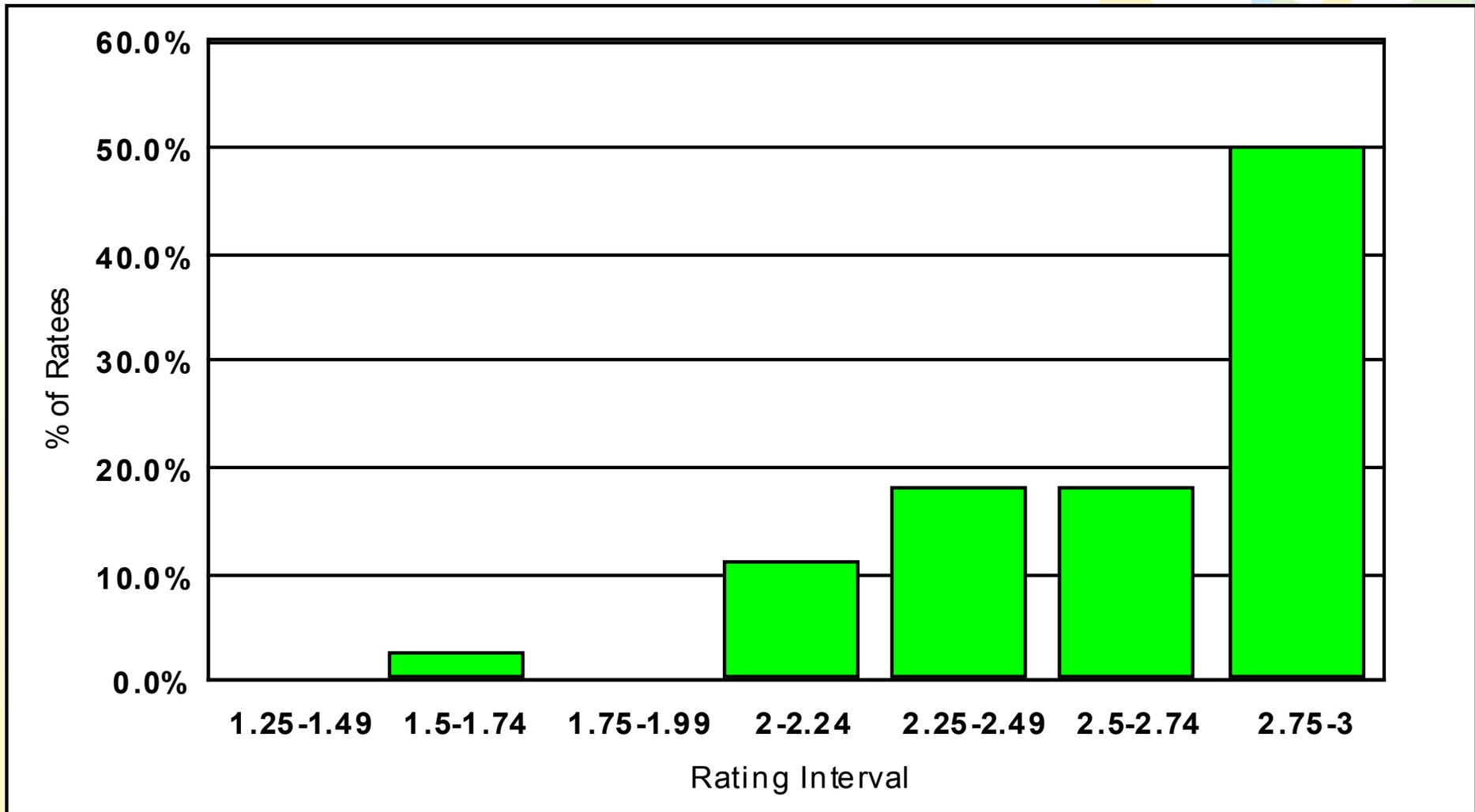
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Limitations of Behavior Evaluation



- 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



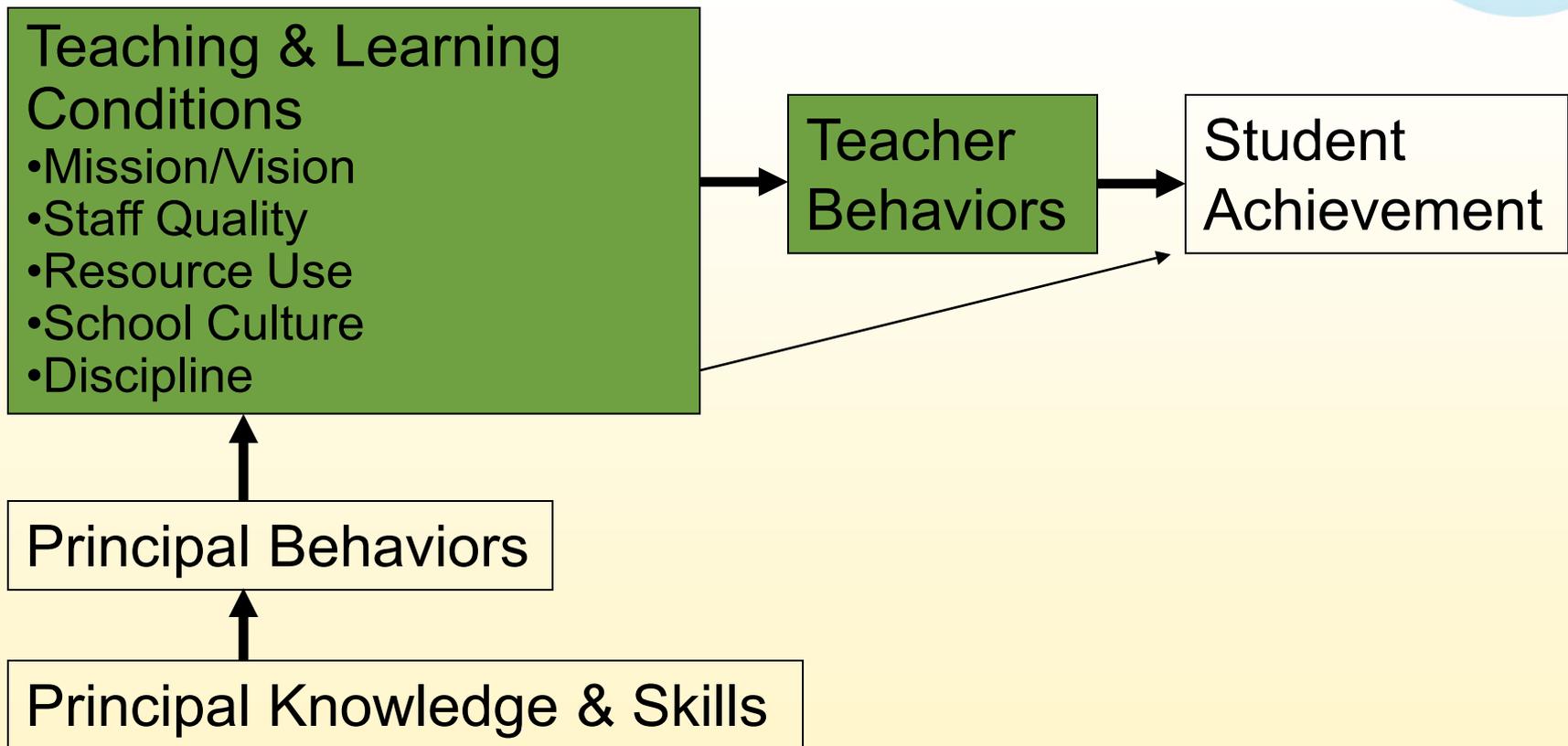
Value of Combination



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



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One Potential Approach: The Principal Scorecard

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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



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

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Correlation Between Behavior and Outcome Measures

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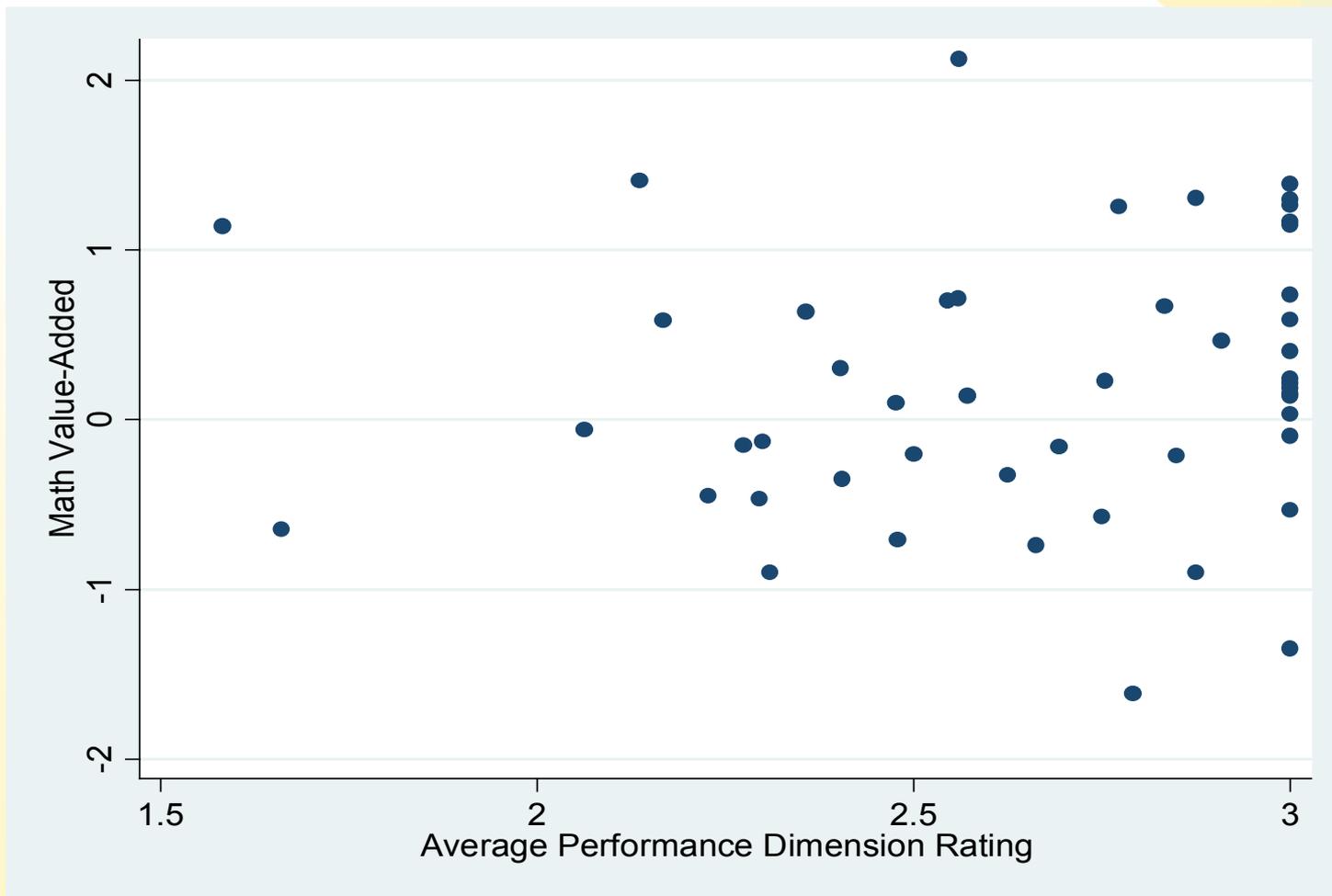
Other Ways Behavioral & Outcome Measures Can Work Together



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

Intervention → behaviors → outcomes

Evaluation Ratings & Value Added in District X



An Imperfect Correlation



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

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