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State Approaches to Evaluating School Principal Effectiveness Webinar

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Leadership Matter. A lot.



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Speakers



Kathy O'Neill, Director, Learning-Centered Leadership Program, Southern Regional Education Board



Senator Kimberly Lightford, Senate Assistant Majority Leader, Illinois General Assembly



Representative Sondra Erickson, Chair, Education Reform Committee, Minnesota Legislature

What States Can Do to Develop School Principal Evaluation Systems

- **No standards, accountability or feedback protocols are currently established.**
- **Job descriptions are not aligned with standards.**
- **The use of check lists is prevalent.**
- **Learning needs are not addressed.**
- **District personnel are isolated from schools.**

- **Student impact data are not considered enough in the selection process.**
- **Hiring and compensation are more about management than student learning.**
- **Many schools give tenure with salary steps rather than hire on contract.**

- **Personnel Management**
- **Guide to Professional Growth**
- **Organizational Improvement**

- **Measure by outcomes and behaviors.**
 - Are students learning and teachers teaching?
- **Measure by principal outcomes and effectiveness.**
 - Do principals exhibit best practices?
- **Hold high expectations of principal performance.**
 - Do you have performance expectations?
- **Engage school and district leaders in evaluation design.**
 - Do supervisors understand the evaluation process and provide growth and support?

Delaware Performance Assessment System (DPAS-II)

- Created in 2000.
- Based on the ISLLC and Delaware leadership standards.
- Emphasizes four broad areas: leadership standards, goals and priorities, school improvement plan, and measures of student achievement.
- Includes a 360-degree assessment.

North Carolina Principal Evaluation System

- **Developed by McREL.**
- **Implemented in 2008.**
- **Emphasis on leadership, quality teaching, and student learning components.**
- **Based on the state framework for 21st-century learning.**
- **Specific standards include Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resources Leadership, Managerial Leadership, External Development Leadership and Micro-Political Leadership.**

COLLABORATIVE DEVELOPMENT

In South Carolina, university faculty, the South Carolina Educational Policy Center, the State Department of Education, and community stakeholders collaborated to develop a statewide principal evaluation, aligning the interests of all stakeholders.

Portin, B., Feldman, S., & Knapp, M.S. (2006). *Purposes, uses, and practices of leadership assessment in education*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

STATE-LEVEL DEVELOPMENT

Iowa requires administrators to be evaluated, which has prompted the development of an assessment tool and process. The state trains all school superintendents to conduct evaluations, which are aligned with state policy, superintendents' professional development, and expectations for school leaders across the state.

Portin, B., Feldman, S., & Knapp, M.S. (2006). *Purposes, uses, and practices of leadership assessment in education*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.

RECOMMENDATIONS FOR STATE LEADERS

- **Revise existing leadership standards to reflect the most current research on effective principal leadership.**
- **Establish a model principal evaluation system that**
 - **defines principal effectiveness based on student achievement; and**
 - **teacher effectiveness outcomes, and the leadership actions to accomplish those outcomes.**
- **Reduce conflicting layers and ensure alignment of state accountability for individual schools and principals.**
- **Support ongoing improvement of principal evaluation systems.**

New Leaders for New Schools. (2010). *Evaluating principals: Balancing accountability and professional growth*. New York, NY:

ADDITIONAL RECOMMENDATIONS FOR STATES

- **Increase state investments in principal development that can produce greater principal effectiveness.**
- **Provide resources for districts in the development of new evaluation systems.**
- **Ensure that state labor laws, education codes, and other systems support both the implementation and the consequences of rigorous evaluation systems.**
- **Create flexible tools so that local school systems do not have to reinvent the wheel.**



Principal Evaluation in Illinois: Past, Present & Future



Principal Evaluation: Why does it matter?

- Leadership is second only to classroom instruction among all school-related factors that contribute to student learning.*
- Leadership has the greatest influence on teacher selection, retention, and mobility.

Effective leaders:*

- Balance stability and change
- Balance direction and influence
- Develop and support others
- Redesign their organizations to improve effectiveness

-- *Wahlstrom et. al. (2010)



What motivated Illinois to pursue reform?

- When Race to the Top was announced in 2009, it came at a good time for Illinois. We had already been working on reforming education but with little success and not much cohesiveness.
- Race to the Top provided an added incentive to work quickly, and as a result, we passed significant reforms over the next 15 months including a longitudinal data system to track student progress from grades P-20, improved principal preparation programs, expanding the charter school program in Illinois, and stronger teacher and principal evaluations.



What motivated Illinois to pursue reform?

- Even without considering Race to the Top, statistics indicated that Illinois' previous evaluation system was ineffective.
- Under the previous system, 92% of teachers were rated excellent and less than 1% were rated unsatisfactory. We needed a system that was more quantifiable and that held principals and teachers more accountable.
- We decided to pursue legislation that tied evaluations to student progress, allowing us to see how principals and teachers make a difference in classrooms and schools.



Key Stakeholders

- Illinois State Board of Education, Advance Illinois, the Governor's Office, Chicago Public Schools, School Management Alliance, IEA, IFT, AFSCME, SEIU, AFL-CIO, Teamsters, and a variety of other education reform groups.



PERA

Performance Evaluation Reform Act (Public Act 096-0861)

Summary: Incorporates student growth into teacher and principal performance ratings as a “significant” factor (to be defined by ISBE in a collaborative rule-making process) and provides for a model evaluation plan that uses student growth as a major portion of the overall rating. The Performance Evaluation Advisory Council (PEAC) has recommended the state model for principal evaluations include 50% of student growth. Local school districts can negotiate down to 30%, but if the joint committee cannot agree, they default to the state model. Establishes requirements for evaluation frequency and transparency, and phases in implementation gradually. Includes a review of early implementations to inform later implementation.



PERA: Changing principal and teacher evaluation

- Use student growth as a *significant factor* in rating performance.
- Align with research-based standards and professional competencies.
- Take into consideration the principal's specific duties, responsibilities, management, and competence.
- Specify strengths and weaknesses with supporting reasons.
- Require all evaluators to be state-certified.
- Each principal must be evaluated annually prior to March 1 for annual contracts and the last year of a multi-year contract.

A revised rating scale:

Excellent

Proficient

Needs
Improvement

Unsatisfactory



What does this mean for school districts?

- Start using the new ratings:
 - Excellent
 - Proficient
 - Needs improvement
 - Unsatisfactory
- Adapt or adopt the model:
 - Districts that cannot cooperatively decide on a model within 180 days must adopt the state model.



Essential Elements of Effective Evaluations

Effective performance evaluations:

- Center on student learning
- Align with district and school goals
- Inform professional development
- Focus on school & student improvement
- Include both formative and summative measures
- Include self-assessment and reflection
- Add value to principal's/teacher's professional life
- Are flexible and context-sensitive



Principal Evaluation: Focus

To determine how effective the principal is:

- as a capacity builder
- in facilitating meaningful and productive systems change
- to support of student achievement.




Keys for Implementing Reform

- **Politics:** Determine who the key stakeholders are.
- **Participation:** Bring everyone to the table and encourage collaboration.
- **Process:** Form special committees to study the issue and report to the larger assembly. Have a good negotiator.
- **Policy:** Be willing to compromise and look at what works and what doesn't in other states.



Evaluation of Minnesota School Principals



A presentation by
Sondra Erickson, MN State Representative

Operating Principles

- 1) Align with MN K-12 principal competencies
- 2) Use research-based criteria about effective professional practices that are substantiated by measurable data from multiple sources and are legal, feasible, accurate, and useful.
- 3) Offer pathways for a role transition for those who are not able to perform to acceptable standards.

Timeline

- 2010: Development of operating principles and process by MASA, MESPA, MASSP, BOSA
- January 2011: Meeting of reform chair with principals; Creation of proposal for annual performance-based principal evaluation system
- March 2011: Introduction, first hearing of HF 879

Timeline (cont.)

- May 23, 2011: Passage of omnibus policy reform bill that included principal evaluation bill; chief authors met with Governor Mark Dayton to discuss provisions
- May 31, 2011: Governor vetoed bill
- July 20, 2011: Special session; passage and signing of HF 26, which included principal evaluation, complete with need for working group



Principals Evaluation Working Group

- Who:
 - The Commissioner
 - MN Association of Secondary School Principals (MASSP)
 - MN Association of Elementary School Principals (MAESP)
- What: Submit report to Education Committees of the Legislature
- When: by February 1, 2012



Working Group Tasks:

- Develop a performance-based system model for annually evaluating school principals
(Implementing requirements in statute)
- Submit a written report by February 1, 2012
- Include all working papers discussing the group's responses
- Make recommendations for a performance-based system model



Group must consider how principals develop and maintain:

1. High standards for student performance
2. Rigorous curriculum
3. Quality instruction
4. A culture of learning and professional behavior
5. Connections to external communities
6. Systemic performance accountability
7. Leadership behaviors that create effective schools; and improve school performance, including how to plan for, implement, support, advocate for, communicate about, and monitor continuous and improved learning

Group may consider:

1. Multi-tiered evaluation system

- Supports newly licensed principals
- Provide opportunities for advanced learning (more experienced principals)



Requirement: Must be consistent with statute

- M.S. 123B.147 Subd. 3, paragraph (b)
- M.S. 123B.143, Subd. 1, clause (3)

> The superintendent of a district shall perform the following:

“Annually evaluate each school principal assigned responsibility for supervising a school building within the district, consistent with section 123B.147, subd. 3, paragraph (b)”



M.S. 123B.143, Subd. 1, clause (3)

The superintendent of a district shall perform the following:

- (3) Annually evaluate each school principal assigned responsibility for supervising a school building within the district, consistent with section 123B.147, subd. 3, paragraph (b)

M.S. 123B.147, Subd. 3

- Principal shall provide: administrative, supervisory, instructional leadership services
- According to policies, rules and regulations of the school board
- For planning, management, operations and evaluation of the education program of building(s) assigned



M.S. 123B.143, Subd. 1, clause (3)

District must develop and implement annual performance-based review

Goals:

- Enhance leadership skills
- Support and improve: Teaching practices, school performance, student achievement

M.S. 123B.143, Subd. 1, clause (3)

Evaluation must be designed to improve teaching and learning by supporting principal:

- In shaping professional environment
- Developing teacher: Quality, Performance, Effectiveness



M.S. 123B.143, Subd. 1, clause (3)

Annual principal evaluation must:

1. Support and improve a principal's:

- Instructional leadership
- Organizational, management, and professional development
- Strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development

2. Include formative and summative evaluations



M.S. 123B.143, Subd. 1, clause (3)

Annual principal evaluation must:

3. Be consistent with

- Job description
- A district's long-term plans and goals
- The principal's own professional multiyear growth plans and goals

All of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction



M.S. 123B.143, Subd. 1, clause (3)

Annual principal evaluation must:

4. Include on-the-job observations and previous evaluations
5. Allow surveys to help identify a principal's effectiveness, leadership skills and processes, and strengths and weaknesses in exercising leadership in pursuit of school success
6. Use longitudinal data on student academic growth as an evaluation component and incorporate district achievement goals and targets

M.S. 123B.143, Subd. 1, clause (3)

Annual principal evaluation must:

7. Be linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture
8. Implement a plan to improve the principal's performance
9. Specify the procedure and consequence if the principal's performance is not improved

Effective for the 2013-2014 school year and later

Minnesota Principal Academy

"There are no high-performing schools without great principals." U.S. Education Secretary Arne Duncan

Click below to watch a 10 min video about the Principals Academy.



The working group plans to use the MN Principal Academy as a vehicle to create an assessment similar to VAL-ED consisting of an evidenced-based, multi-rater rating scale that assesses the behaviors of principals known directly to influence the performance of teachers and in turn student learning.

Representative Sondra Erickson

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Additional Resources

- The Wallace Foundation
<http://www.wallacefoundation.org/Pages/default.aspx>
- Southern Regional Education Board
http://www.sreb.org/page/1082/school_leadership.html
- U.S. Department of Education - NCLB Waivers
<http://www.ed.gov/esea/flexibility>



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NCSL Resources

- Strong Leaders Strong Schools: 2010 State Laws (April 2010)

<http://www.ncsl.org/default.aspx?tabid=23105>

- LegisBrief: Evaluating School Principals (August-September 2010)

<http://www.ncsl.org/default.aspx?tabid=21088>

- NCSL Bill Tracking Database

<http://www.ncsl.org/?tabid=15506>



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Questions & Contact Information

- The webinar archive and power points will be emailed to you next week.
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Thank You



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