

Approaches to Principal Evaluation System Implementation

Presentation to North Dakota Principal Evaluation Design

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Center on
GREAT TEACHERS & LEADERS

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Session Goals

1. Provide an overview of state-district relationships supporting principal evaluation implementation.
2. Discuss emerging trends in the field on performance measurement priorities.

Principal Evaluation Design: The Important Work You Are Doing

- Leadership is the second most influential school-level factor in student learning.
- Principals are a strong influence on teachers' professional choices to join or leave schools.
- Principals are a strong influence on teacher instructional choices.
- Principals set school improvement agendas, thereby influencing policy.



Principal Evaluation Design: The Important Work You Are Doing

- Principals view evaluation as
 - Emphasizing compliance, not learning
 - Not influencing their work
 - Holding them accountable to outcomes they do not control
 - Poorly aligned with state and national standards
 - Inconsistently administered
 - Impractical, given supervisor and school leader demands on time

(Clifford & Ross, 2012; Goldring, Porter, Murphy, Elliott, & Cravens, 2007)

Principal Evaluation: Technical Problem or Adaptive Challenge?

■ Technical Problems

- Can be fixed by experts and by implementation of best practices.
- Easily identified and quickly solved.

■ Adaptive Challenges

- Change relationships and behaviors.
- New ways of doing business often required.
- Typically require experiments, innovations, and new learning.
- Can take longer to implement.

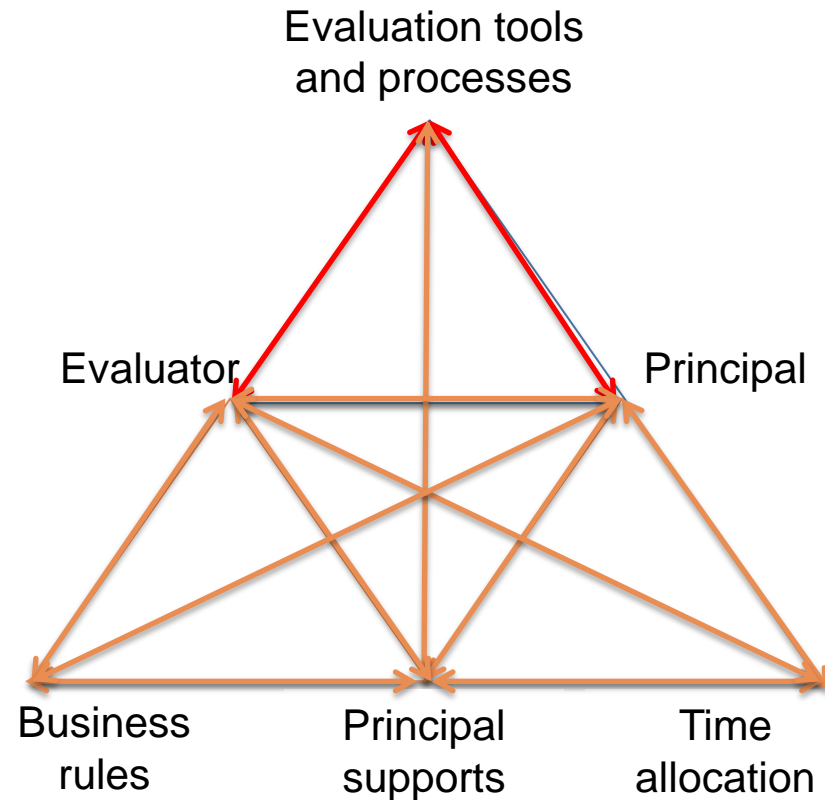
“[T]he single most common source of leadership failure we’ve been able to identify...is that people, especially those in positions of authority, treat adaptive challenges like technical problems.”

—Heifetz and Linsky (2002)

Principal Evaluation: Technical Problem or Adaptive Challenge?

■ Adaptive Challenges

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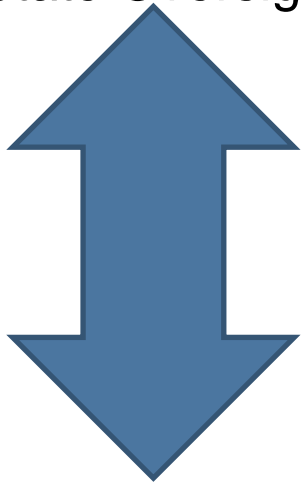


Emerging Approaches: State and District Relationships

- **Factors for Selecting Approach**
 - History of state-district relationships
 - Legislative requirements for monitoring
 - Purpose of system
 - Use of data
 - Presence of existing evaluation systems

Emerging Approaches: State and District Relationships

State Oversight



Local Control

- State-Level System
- Elective State System (Hybrid)
- District System With State Parameters

(Clifford, Hansen, & Wraight, 2011)

Emerging Approaches: State and District Relationships

- **State-Level Evaluation System**
 - The state determines the components of the evaluation model, measures to be used, and administrative timeline. The state may require districts to use a single model or choose one of several options.
- **Where**
 - Tennessee, Mississippi
- **Strengths**
 - Evaluator training
 - Workforce data
 - Score calculation
 - Comparability
 - Program review
 - District expense
- **Trade-Offs**
 - Application in districts
 - Nomenclature
 - State expense

Emerging Approaches: State and District Relationships

- **Elective State System**
 - Districts must use certain components of an evaluation system but has flexibility to select other aspects (e.g., component weights, measures, timing, additional standards). Or districts can select from a few different, state-supported models.
- **Where**
 - Washington, Minnesota, Colorado
- **Strengths**
 - Reduce state cost
 - Application in districts
 - Evaluator training
 - Workforce data
 - Score calculation
 - Program review
- **Trade-Offs**
 - Monitoring
 - Program review

Emerging Approaches: State and District Relationships

- **District System With State Parameters**
 - Districts select evaluation approaches, measures, and procedures that align with general criteria provided by the state.
- **Where**
 - Idaho, Missouri
- **Strengths**
 - Reduce state cost
 - Application in districts
- **Trade-Offs**
 - Monitoring
 - Program review
 - Evaluator training
 - Workforce data
 - Score calculation
 - Program review
 - Increase district cost
 - Comparability

Emerging Approaches: Focus on Program Review

Program review: A state-level process for reviewing district principal evaluation system design and implementation. The goals, scope, and intensity of the review depends on the implementation strategy. The review can entail:

- Initial approval of evaluation system for use in districts
- Monitoring implementation fidelity
- Providing feedback on system performance and improvement

Questions at This Point?

Emerging Approaches: Performance Weights

“Weighting” is the process for score calculation to reflect state, district, and school priorities.

States and districts have:

1. Placed weights on measures (e.g., school culture survey, student growth)
2. Placed weights on standards

Emerging Approaches: Performance Weights

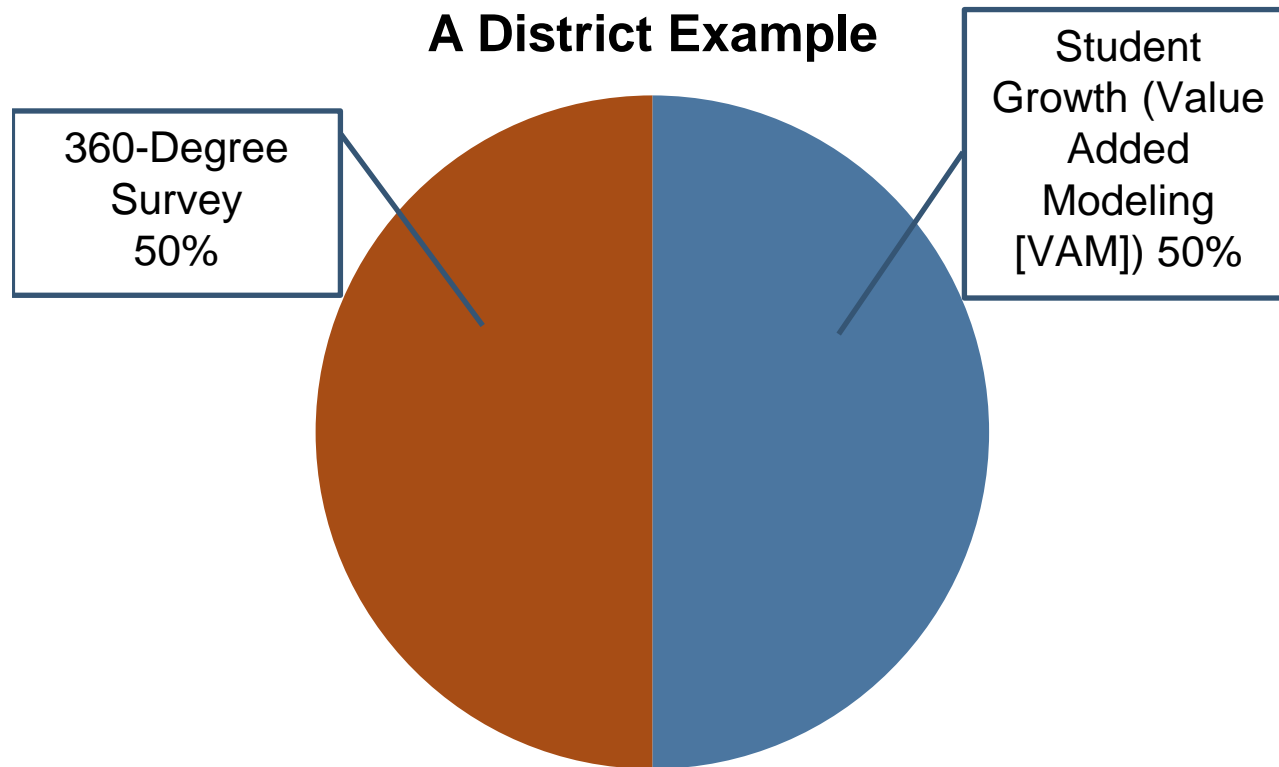
■ Approaches to Weighting

- Set weights at the state level.
- Set weights for practice or outcomes measures, allowing flexibility within those categories.
- Set a minimum weight for practice and outcomes measures.
- Qualify the weight (e.g., “significant”), but do not specify, and ask for rationale on choice.

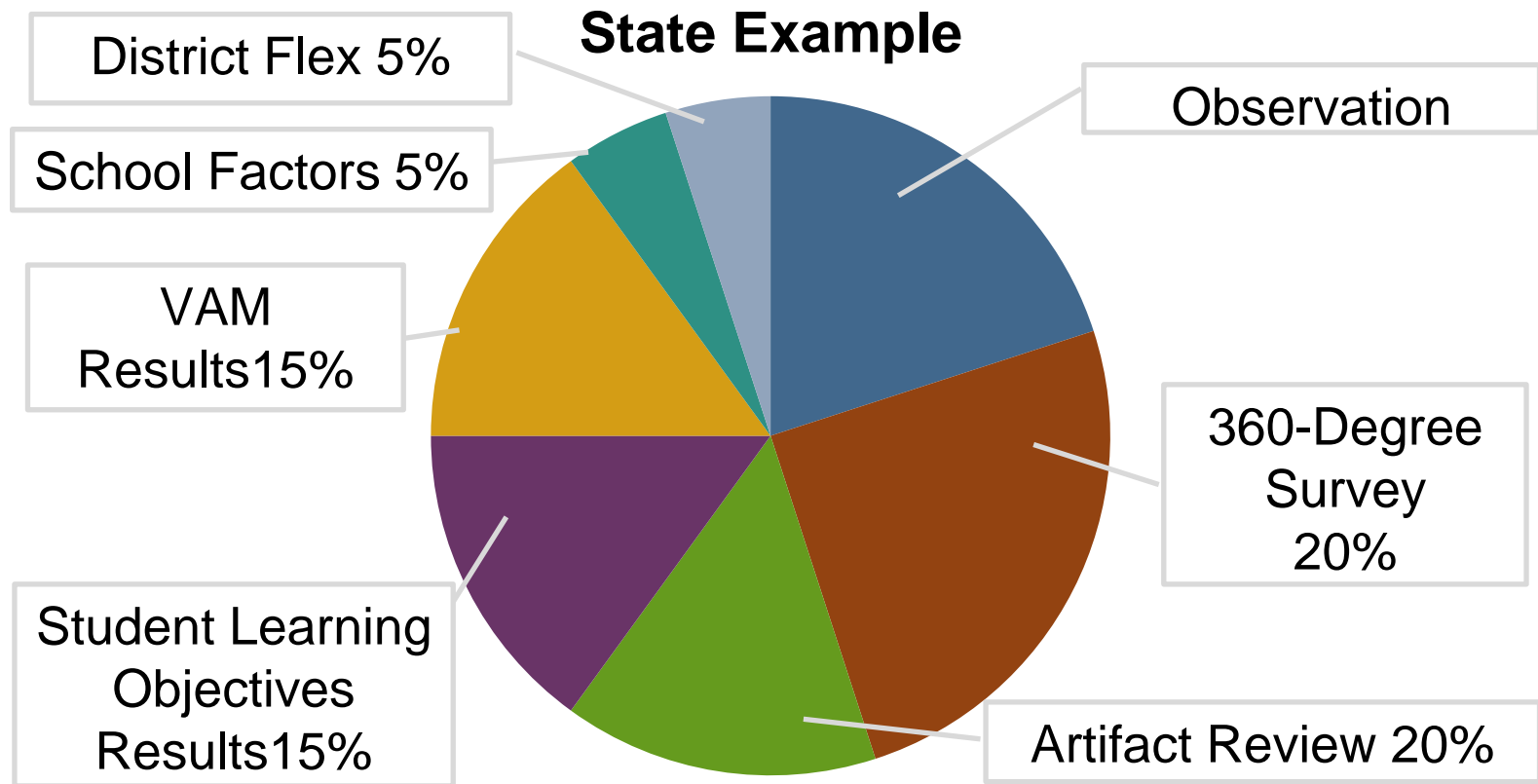
Emerging Approaches: Performance Weights

- **Factors in Weighting**
 - School performance
 - Principal assignment
 - Principal experience
 - State and district responsibilities

Emerging Approaches: Performance Weights



Emerging Approaches: Performance Weights



Emerging Approaches: Performance Weights

“Weighting” is the process for score calculation to reflect state, district, and school priorities.

Factors in weighting:

1. School performance
2. Principal assignment
3. Principal experience
4. State and district responsibilities

Final Comments and Questions

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Resources

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