

Idaho's Principal Evaluation Pilot Program: National Policy and Research

Matthew Clifford, Center on Great Teachers and Leaders
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Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



American Institutes for Research: Our Emphasis

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A Few Facts About School Principals: According to the Research

- Leadership is the second most influential school-level factor in student learning.
- Principals are a strong influence on teachers' professional decisions.
- Principals set school improvement and program implementation.
- Principals influence policy success.



A Few Facts About School Principals: By the Numbers

■ Workforce Turbulence

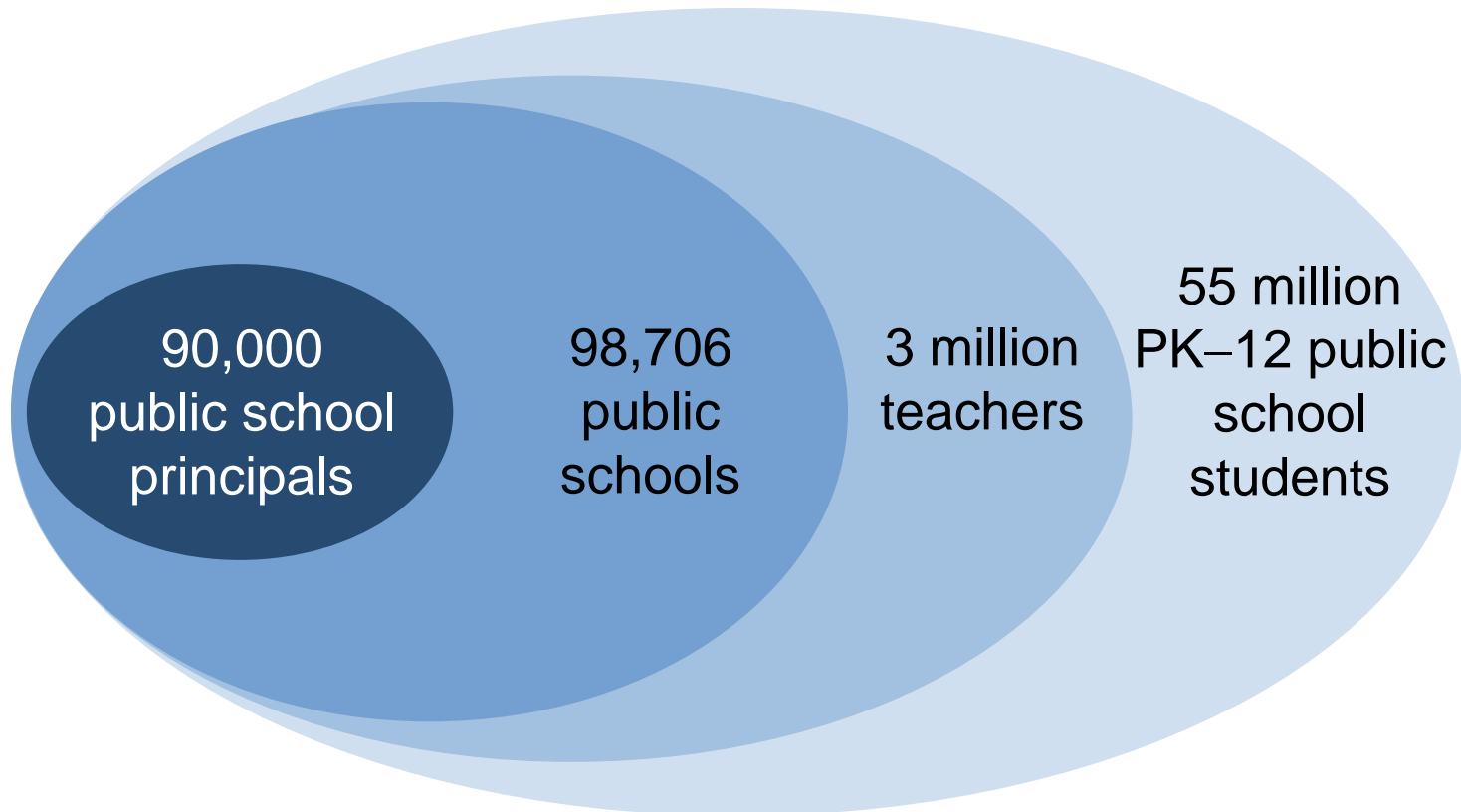
- Graying workforce: Average age 49.9
- Increasing mobile (except in rural areas): Four years in a school
- Higher demand, less will to join
- Higher proportion of new principals is female
- Remains primarily white

■ Working Conditions

- Hours per week: Up to an average of 62 hours
- Lonely at the top: Little peer, supervisor, or other support
- Learning by wire

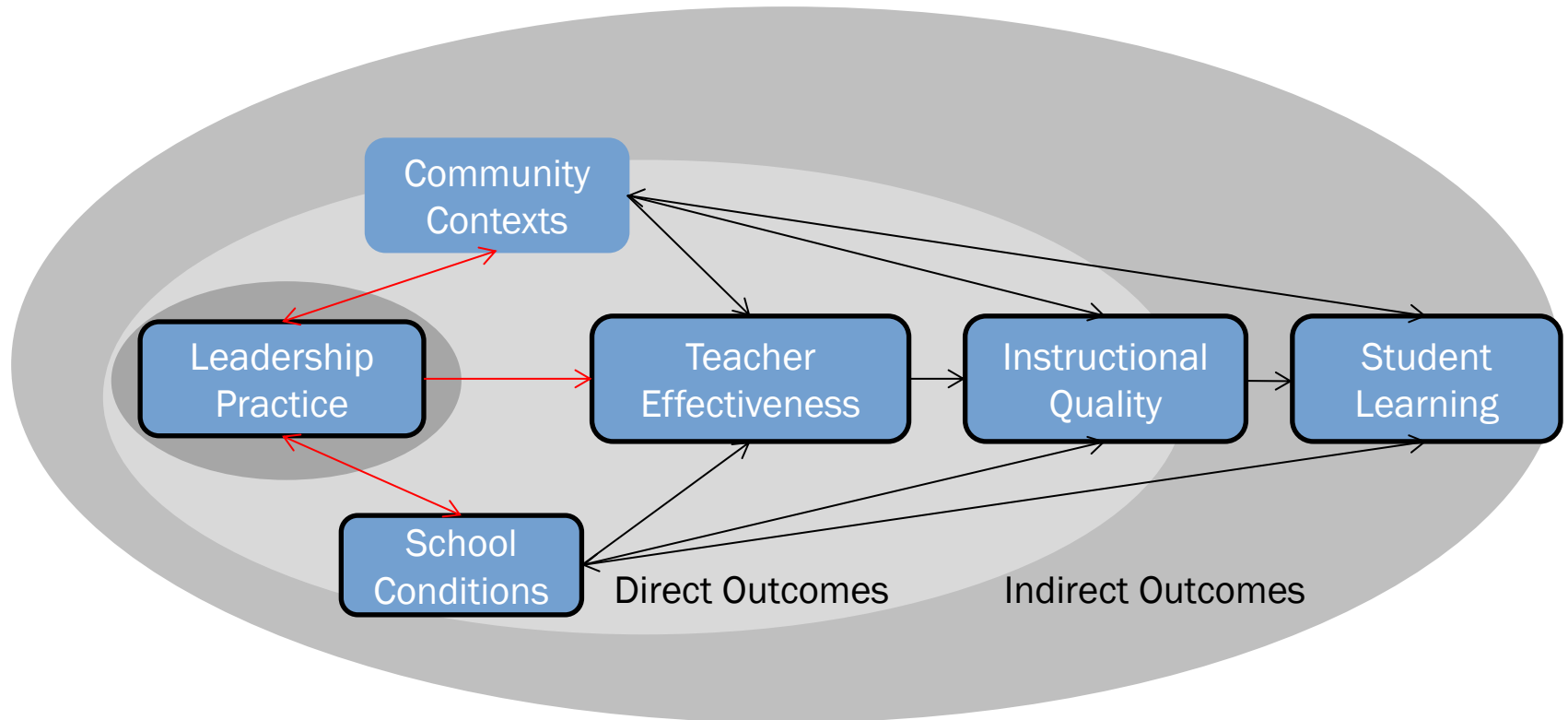
Baker et al., 2012; Clifford et al., 2012; Gates et al., 2008; Loeb et al., 2010

A Few Facts About School Principals: By the Numbers



U.S. Census, 2011; Battle & Gruber, 2010; Gates et al., 2002

A Few Facts About School Principals: According to the Research

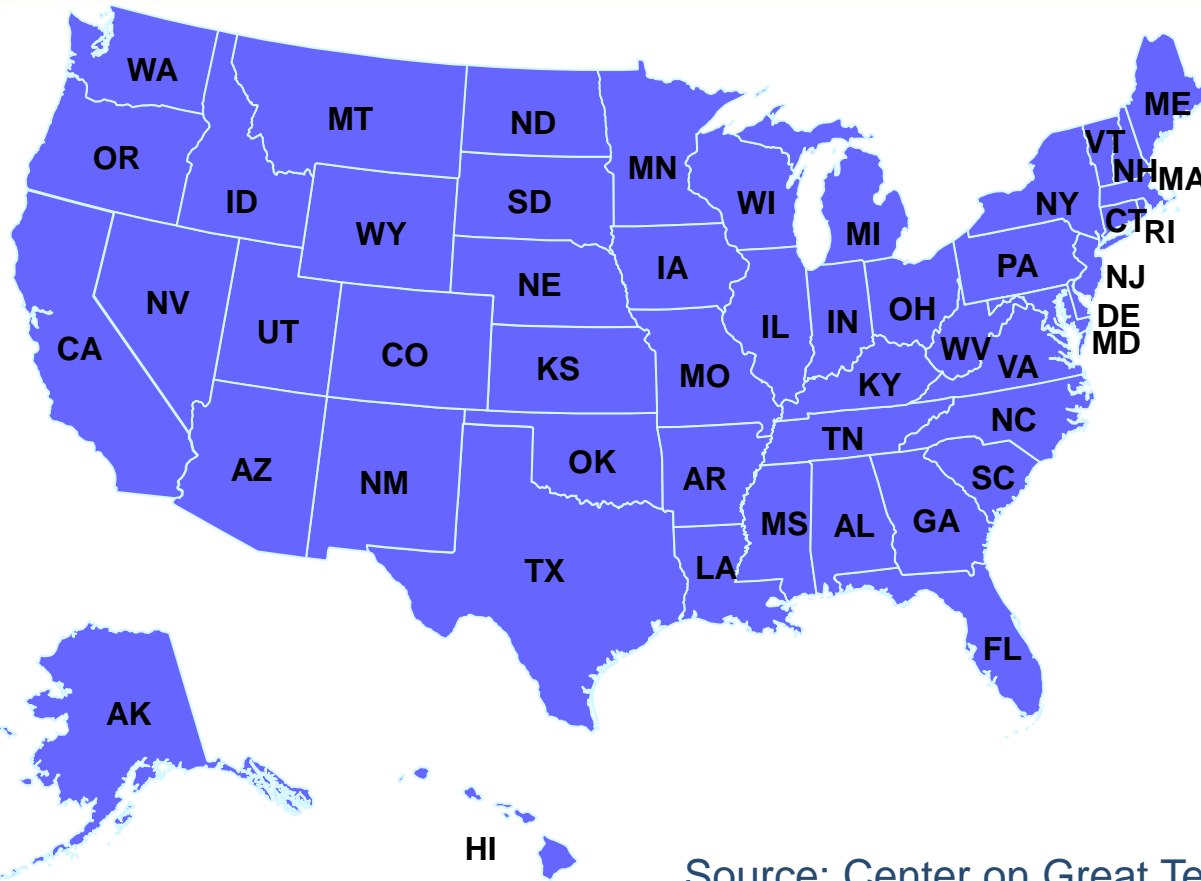


Clifford, Sherratt, & Feters, 2012; NAESP & NASSP, 2012

The Focus of Principal Practice: Leadership in and Beyond the School

Vision	Principals ensure that the school mission and vision are enacted in daily work.
Culture	Principals advocate, nurture, and sustain school culture conducive to student learning and staff professional growth.
Management	Principals ensure efficient management of organizational resources.
Community	Principals collaborate with faculty and community members, and help mobilize community resources.
Ethics	Principals acts with integrity and fairness.
Advocacy	Principals respond to and influence political, social, economic, legal, and cultural contexts.

Educator Evaluation Systems: The National Education Policy Landscape



50 states have passed legislation or created administrative rules to improve principal evaluation

Source: Center on Great Teachers and Leaders, 2013

Principal Evaluation: The National Education Policy Landscape

■ The Current State

- Emphasizes compliance, not learning
- Does not influence principals' work
- Holds principals accountable to outcomes they do not control
- Poorly aligns with state and national standards
- Is not consistently administered
- Is impractical, given supervisory and school leadership demands on time

The current evaluation system in my district is no system at all.
—Principal

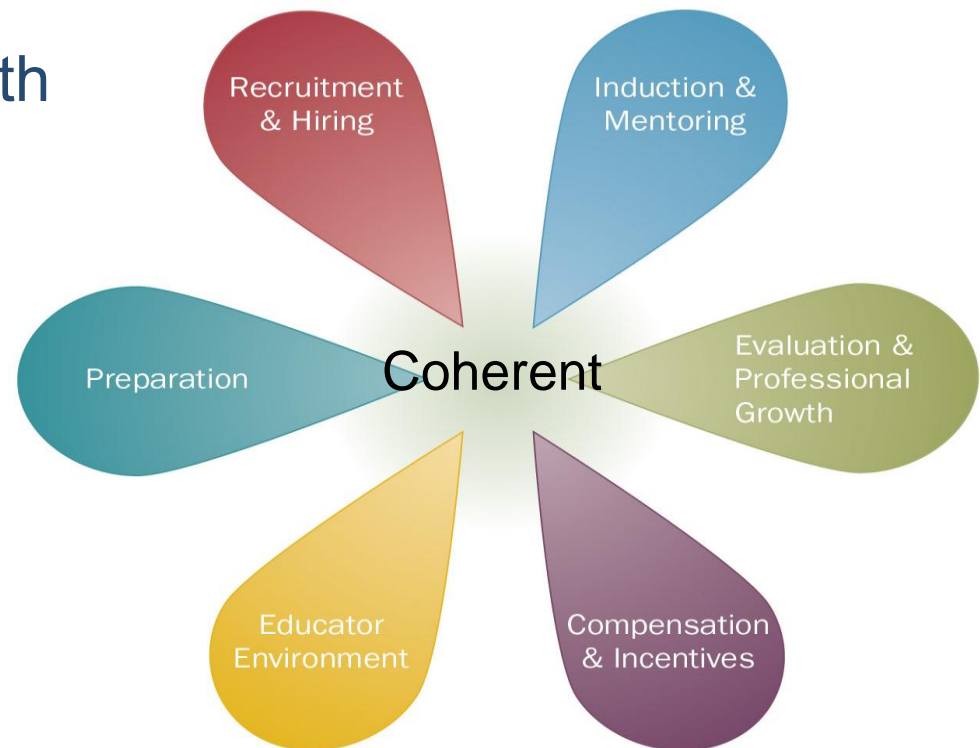
With principal evaluation, we are moving from 0 to 100 miles per hour.
—State Superintendent

Clifford & Ross, 2012; Goldring et al., 2007

Principal Evaluation: The National Education Policy Landscape

- Improving the principal workforce “pipeline” with better performance evaluations

- Master principal evaluation
- Current principal evaluation
- Preservice evaluation
- Teacher–leader evaluation



Principal Evaluation: The National Education Policy Landscape

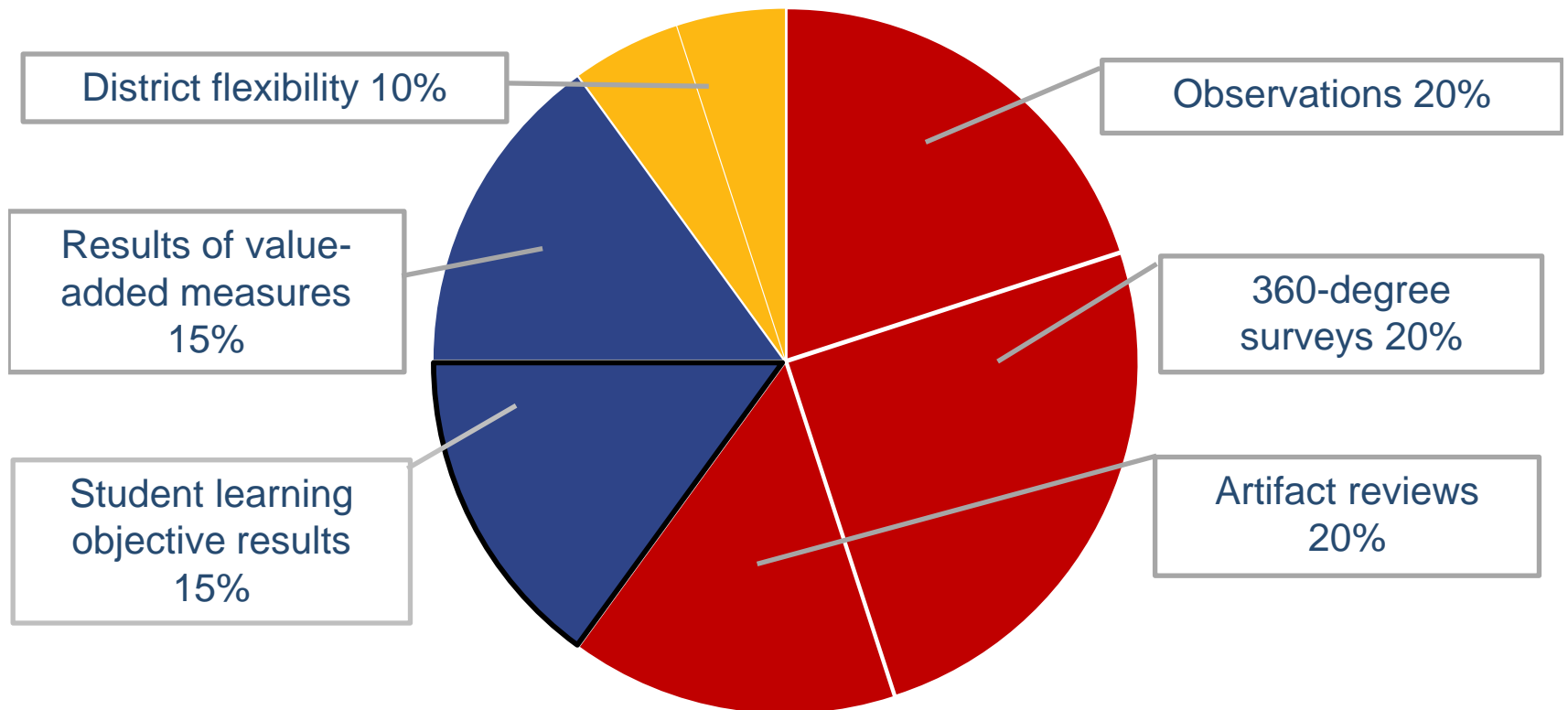
- **The Current State of Preservice Evaluation**
 - Candidate screening relies primarily on academic records and test scores, and cut-scores tend to be lower than those in other fields
 - Course-level assessments focus on academic learning and do not “spiral”
 - Internship performance assessments vary
 - Hiring processes focus on interviews and paper screens, not past performance
 - Certification does not take current performance into account

Bush Foundation, 2013; Clifford & Brown-Sims, 2010; Levine, 2005

Principal Evaluation: Emerging Measures

Domain	Principal Measures: Examples From the Field
Practice	<ul style="list-style-type: none">• Observations• 360-degree assessments and other surveys• Professional learning and progress reports• Artifact reviews
Instructional quality	<ul style="list-style-type: none">• Student surveys• School audits
School Conditions	<ul style="list-style-type: none">• School climate surveys• School walk-throughs or instructional rounds results• School improvement plan reports
Student Learning and Conditions	<ul style="list-style-type: none">• School-level student learning objective attainment• School-level value-added measures• Graduation rates• Social-emotional learning measures

Principal Evaluation: Emerging Measures



Principal Evaluation: Trends and Answers

- Development of multiple measures and more research
- Continuous systems improvement
- Better data and lower costs
- Reshaping state and district relationships

Resources

Stronge, J. H., Richard, H. B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision and Curriculum Development.

The Wallace Foundation. (2013). *Recent leadership standards*. New York: Author.

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