Introduction to Measures of School Leader Effectiveness

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Center on
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Session Goals

1. Begin to define *leadership effectiveness*.

2. Survey multiple measures for assessing performance.

3. Discuss similarities and complementarities between teacher and principal evaluation systems.
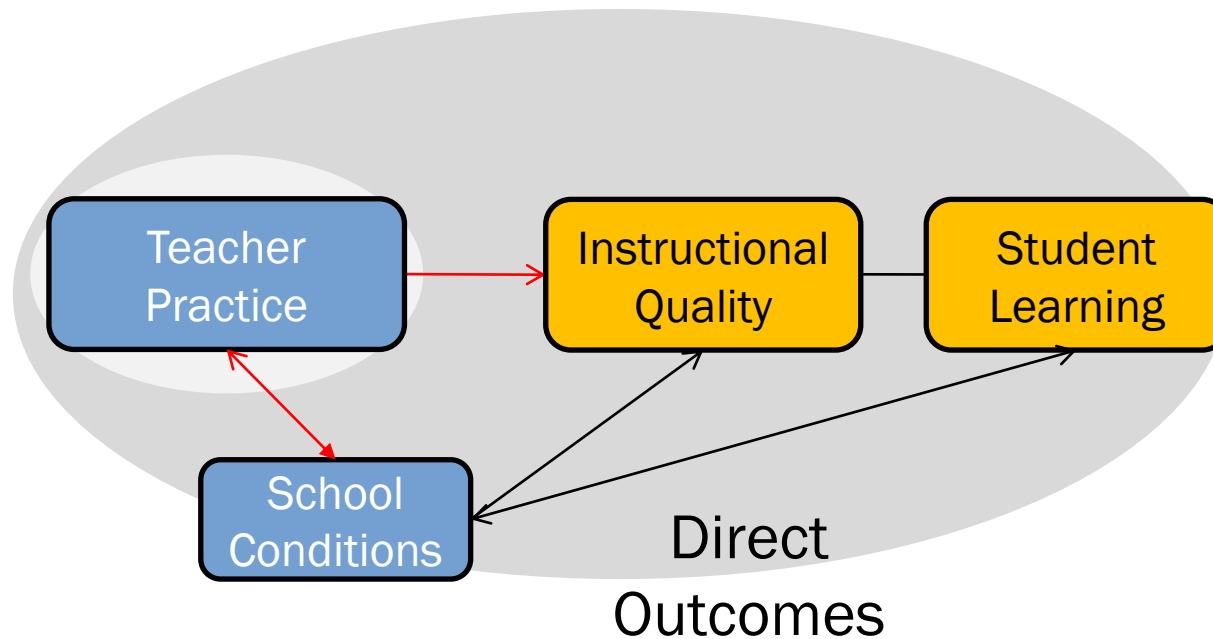
Defining School Leadership Effectiveness

- **Think** about a particularly strong principal or assistant principal.
  - What did this effective leader do?
  - How did you and others react?
- **Pair** up with a colleague.
- **Share** your story.
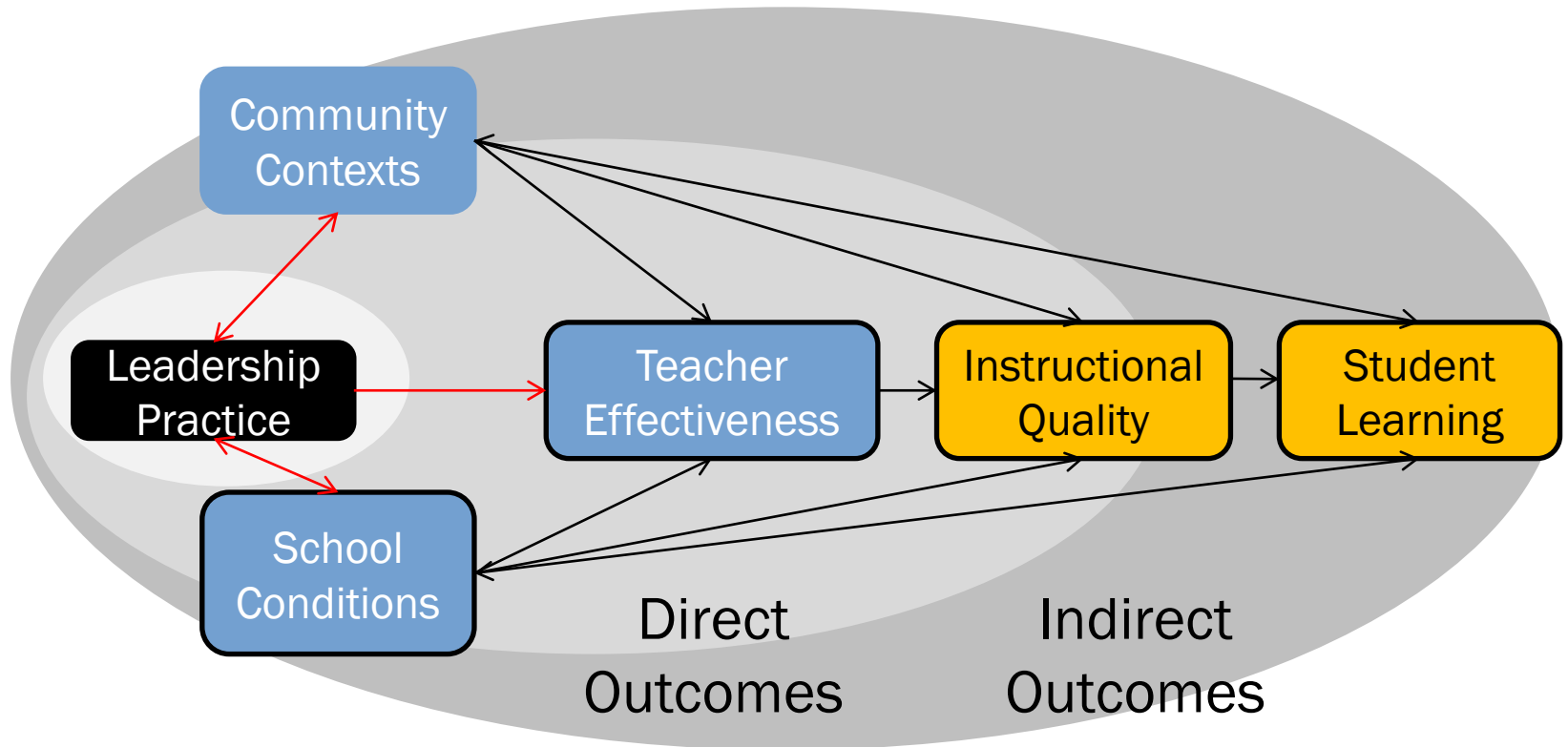- **Report:**

  An effective leader is one who…

Defining School Leadership Effectiveness: Many Roles

School building manager
Firefighter
Security technician

Inspiration

Counselor

Disciplinarian

Buffer
Equity specialist

Policy interpreter

Lead teacher

Instructional coach

Change agent

Cheerleader

School Leader

Learner

Headhunter

Assessment guru

Teacher evaluator

Technology specialist

Confidant

Human resources director

Professional developer

Nutritionist

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Defining School Leadership Effectiveness

Teacher Practice

Instructional Quality

Student Learning

School Conditions

Direct Outcomes

Defining School Leadership Effectiveness

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School Leadership Effectiveness: What the Standards Say

Interstate School Leaders Licensure Consortium (ISLLC, 2008) standards:

- Adopted or adapted by 50 states and territories.

- *Integrated into principal accreditation processes*.

- Built by practitioners in light of research.

School Leadership Effectiveness: What the Standards Say

ISLLC: Six Standards
1. Facilitates development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. **[Vision]**
2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth. [**School Culture**]
3. Ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment. **[Resource management]**
4. Collaborates with faculty and community members, responds to diverse community interests and needs, and mobilizes community resources. **[Community]**
5. Acts with integrity, fairness, and in an ethical manner. **[Ethics]**
6. Understands, responds to, and influences political, social, economic, legal, and cultural context. **[Advocacy in context]**

School Leadership Effectiveness: Research Results

ISLLC (2008)	Leithwood et al. (2004)	Hallinger (2003)	Marzano et al. (2005)	Porter et al. (2007)
Vision	X	X	X	X
School Culture	X		X	X
Resource Management	Developing people Managing instructional programs	Developing people and providing incentives	Developing people and providing incentives	X
Community				X
Ethics				
Advocacy				

School Leadership Effectiveness: What's Missing?

Each design task force should consider tailoring the definition to specific contexts. The definition can be altered over time.

For example, a leader…
- Builds trust.
- Communicates well.
- Acts with urgency.
- Raises awareness of diversity.
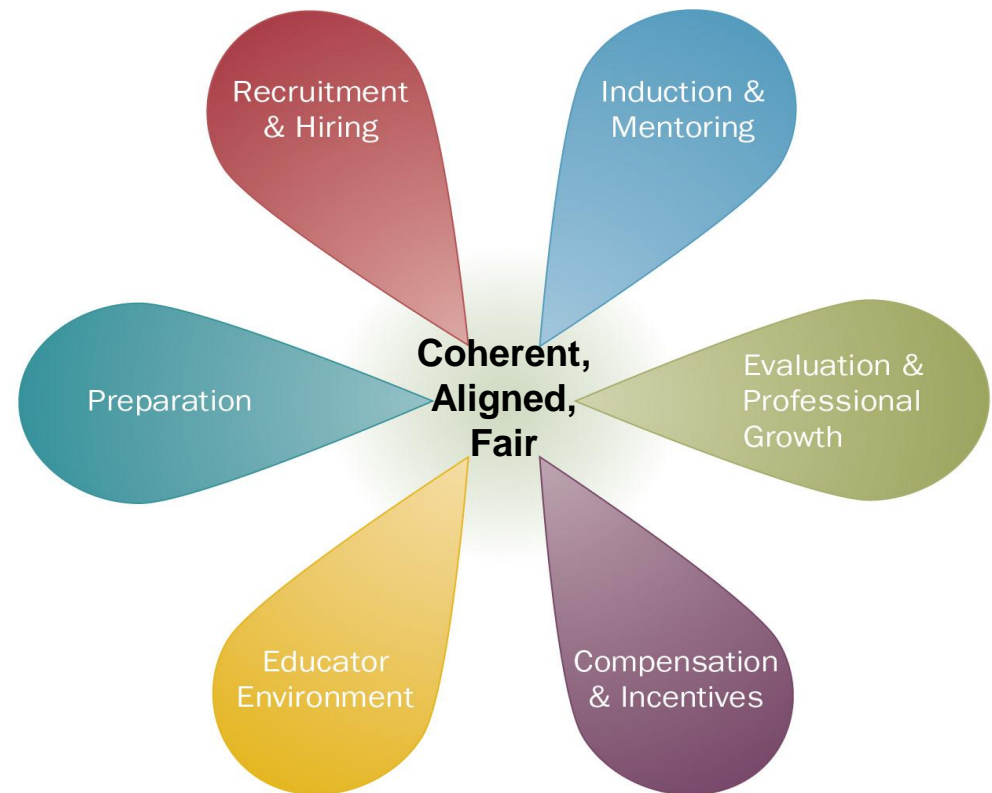
Leadership Performance Evaluation: The Need

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

Leadership Performance Evaluation

**Performance =
Practice + Outcomes.**

Performance is at the heart of the human capital system.

Performance measures are tightly coupled to the job.

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Leadership Performance Evaluation: Challenges to Practice Measures

- Research provides little guidance.
- The fallacies…
  - The "principal as school" fallacy
  - The "principal as teacher" fallacy
- The nature of school leaders' work:
  - Context dependent
  - Accountability driven
  - Diverse
  - Distributed

Meeting the Challenges: Sustain Continuous Improvement

Rethinking Principal Evaluation
(Clifford & Ross, 2012)

- Created by and for principals
- Part of a system
- Flexible and differentiated
- Relevant to changing context
- Based on multiple measures, including formal observation
- Fair and focused on outcomes that principals control

Available at naesp.org and nassp.org

Meeting the Challenges: Measures and Scoring

- Leverage existing evidence:
  - School improvement planning
  - Compliance monitoring
  - Teacher evaluation information
- Measure high leverage points.
- Differentiate and prioritize.
- Focus on feedback quality.

Meeting the Challenges: Measures and Scoring

- Leverage existing evidence:
  - Teacher evaluation
  - Standards implementation
  - Data interpretation
  - Program implementation
- Differentiate and prioritize.
- Focus on feedback quality.

Meeting the Challenges: Measures and Scoring

- Leverage existing evidence.

- Measure high leverage points.

- Differentiate and prioritize:

  - School level differences

  - Position differences

  - Experience differences

  - School status differences

- Focus on feedback quality.

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Meeting the Challenges: Measures and Scoring

Practice Measure	ISLLC Standard	What Is Assessed?	How Assessed?
Observation	• Resource management • Ethics • School culture	High-leverage actions	Multilevel rubric focused on fine-grained indicators
Artifact Review	All	Documents	Multilevel rubric
Surveys	All	Perceptions	Measures aggregated by leadership standard with scoring range or rubric
Constituent Interviews	• Community • Ethics • Advocacy	Perceptions	Multilevel, standards-based rubric

Meeting the Challenges: Measures and Scoring

Practice Measure	Leader Evaluation	Teacher Evaluation
Observations	Yes, with a separate instrument	Yes, with a framework
Artifact Review	Yes	Sometimes, and in a few domains
Surveys	Frequently, staff surveys	Sometimes student surveys
Constituent Interviews	Sometimes	Not often

Meeting the Challenges: The Two-Step Evaluation

Step 2. Determine framework score.
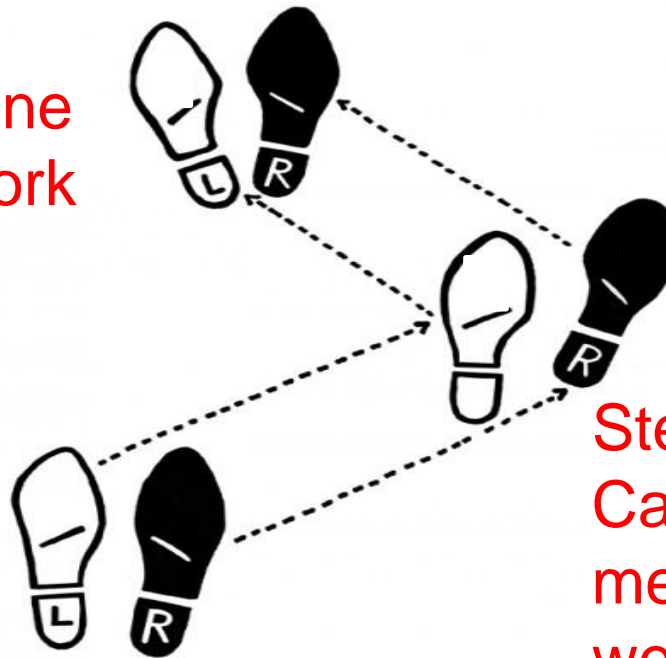
Step 1. Calculate measures with weights.

Begin: Start and measure.

Questions and Next Steps

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Additional Resources

Publications

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Additional Resources

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Additional Resources

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Websites

Center on Great Teachers and Leaders: www.gtlcenter.org

Educator Talent Management at AIR: www.educatortalent.org

Additional Resources

Examples

Charlotte-Mecklenburg Public Schools

Denver Public Schools

Gwinnett County Public Schools

Hazelwood Community School District

Hillsborough County Public Schools

Illinois State Department of Education: PEAC

Prince George's County School District

New Haven Public Schools

New York City Schools

Rhode Island Department of Education

Maine Department of Education

Pittsburgh Public Schools

Washington D.C. Public Schools

Washington State Department of Education

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