Introduction to Measures of School Leader Effectiveness

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Session Goals

1. Begin to define *leadership effectiveness*.
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
Disciplinarian
Instructional coach
Change agent
Assessment guru
Technology specialist
Human resources director
Professional developer

Security technician
Equity specialist
Policy interpreter
Buffer

Lead teacher
Headhunter

Learner
Confidant
Nutritionist

School Leader
Defining School Leadership
Effectiveness: Many Roles

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at American Institutes for Research
Defining School Leadership Effectiveness

Direct Outcomes

Teacher Practice

Instructional Quality

Student Learning

School Conditions

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Defining School Leadership Effectiveness

- Direct Outcomes
  - Student Learning
- Indirect Outcomes
  - Instructional Quality
  - Teacher Effectiveness
  - School Conditions
  - Leadership Practice
- Community Contexts

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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

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

<table>
<thead>
<tr>
<th>Practice Measure</th>
<th>ISLLC Standard</th>
<th>What Is Assessed?</th>
<th>How Assessed?</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Practice Measure</th>
<th>Leader Evaluation</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>Yes, with a separate instrument</td>
<td>Yes, with a framework</td>
</tr>
<tr>
<td>Artifact Review</td>
<td>Yes</td>
<td>Sometimes, and in a few domains</td>
</tr>
<tr>
<td>Surveys</td>
<td>Frequently, staff surveys</td>
<td>Sometimes student surveys</td>
</tr>
<tr>
<td>Constituent Interviews</td>
<td>Sometimes</td>
<td>Not often</td>
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Meeting the Challenges: The Two-Step Evaluation

Step 1. Calculate measures with weights.

Step 2. Determine framework score.

Begin: Start and measure.
Questions and Next Steps
References


References


References


Additional Resources

Publications


Additional Resources


Additional Resources


**Websites**

Center on Great Teachers and Leaders: [www.gtlcenter.org](http://www.gtlcenter.org)

Educator Talent Management at AIR: [www.educatortalent.org](http://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
Advancing state efforts to grow, respect, and retain great teachers and leaders for all students