Leadership Evaluation, Feedback, and Growth

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Session Goals

- Discuss how principals support students’ equitable access to excellent teachers as well as access to appropriate learning programs.
- Identify strategies for supporting principals’ work.
- Consider how states and districts can support equitable distribution within school through advanced principal evaluation practices.
Inequitable distribution of educator talent is an important educational policy issue, affecting student learning now and in the future.

2002  Reauthorization of the Elementary and Secondary Education Act (ESEA)
2006  Highly Qualified Teacher State Plans
2009  American Recovery and Reinvestment Act
2015  State Plans to Ensure Equitable Access to Excellent Educators
National Focus

Research indicates that low-performing and high-poverty schools are staffed at higher rates by teachers that are:

- Inexperienced
- Underqualified, in terms of certification and school rank
- Less effective
- Less likely to stay

Less research is available on school principal distribution, but the available research indicates parallel trends in principal distribution.

Research on teacher distribution: Clotfelter et al. (2007); DeAngeles et al. (2005); Glazerman and Max (2011); Ingersoll and Perda (2009); Lankford, Loeb, And Wychoff (2002).
Research on principal distribution: Gates et al. (2003, 2006); Loeb et al. (2011). Papa et al. (2002); Punswick et al. (2007).
Further, research all indicates that within schools lower performing students, students with histories of behavioral challenges, younger students are taught by teachers that are:

- Less experienced
- Underqualified

*Source: Beteille, Kalogrides, and Loeb (2009)*
Principals Are Key: Changing Roles

Task Diversification and Distribution

Disciplinarian Manager Isolated
Disciplinarian Manager Community engaged
Disciplinarian Manager Instructional leader
Principals Are Key: Influence

Adapted from Clifford, Sherratt, and Fetters (2012); Clifford and Ross (2012)
At your table, consider this question:

**What can principals do to improve equitable distribution?**

*Source: Sherratt and Clifford (2010)*
At your table, consider this question:

*What can principals do to improve equitable distribution?*

- Rethink teacher assignment
- Improve teacher induction
- Improve school image and reputation
- Connect teachers with strong professional learning
- Evaluate teachers and use teacher effectiveness data
- Advocate for involvement in teacher hiring
- Improve school culture and school safety
- Provide clear instructional support
- Distribute responsibility

*Source: Sherratt and Clifford (2010)*
Principals Are Key: Influence

Source: Ikemoto Taliaferro, Fenton, & Davis (2014)
At your table, consider this question:

*What can we do, in our positions, to support principals in this work?*
At your table, consider this question:

*What can we do, in our positions, to support principals in this work?*

The policy levers for principal effectiveness:

- Professional development and networking
- Administrative oversight (compliance)
- Performance standards
- Performance evaluation

Principals Are Key: State Support
Principal Evaluation: A Three-Pronged Strategy

- Improved equitable distribution
- Improved principal evaluation
- Principal focus on equitable distribution
- Principal retention
- Improved equitable distribution
- Improved principal performance
Performance Evaluation for Accountability and Growth
Principal Evaluation

50 states + 2 territories with new principal evaluation policies

“Principal evaluation must accelerate from 0 to 100 miles an hour. Unlike teacher evaluation, states and districts have little experience systematically evaluating principals.”

–Master principal

Source: Jacques, Clifford, and Hornung (2012)
Principal Evaluation

What Principals Want

- Useful
- Created by and for principals
- Flexible and relevant
- Accurate multiple measures
- Part of a support system

Clifford and Ross (2012)
Principal Evaluation: Components

- **Performance Evaluation**
  - Standards-driven Evidence-based
  - Fair and accurate

- **Practice Assessment**
  - Practice-aligned Growth-oriented
  - Fair and accurate

- **Outcomes Assessment**

- **Feedback**
  - Depersonalized Reflective
  - Linked to PD
Principal Evaluation: Practice

Standards-driven

<table>
<thead>
<tr>
<th>ISLLC 2008</th>
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</thead>
<tbody>
<tr>
<td>Vision, Mission, and Goals</td>
</tr>
<tr>
<td>Teaching and Learning</td>
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<tr>
<td>Managing Organizational Systems and Safety</td>
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<tr>
<td>Collaborating With Families and Stakeholders</td>
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<tr>
<td>Ethics and Integrity</td>
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<tr>
<td>Influencing Contexts</td>
</tr>
</tbody>
</table>

Council of Chief State School Officers (2008)
Principal Evaluation: Practice

Evidence-based

Competency-based framework describing performance levels

Aligned measures include:
- Portfolio review
- Observation
- 360-degree survey
- Principal growth plan
- Other measures (?)
Principal Evaluation: Practice

Practice-aligned, growth-oriented

Outcomes Assessment

- Student learning gains
  - Student learning objectives
  - Value-added measures
- School culture improvement
- Student engagement and behavior improvement
- Other school measures
Principal Evaluation: Practice

Reflective, Linked to professional development

Feedback

- Evidence-based
- Performance-oriented
- Sponsors reflection
- Linked to individualized professional learning plans
Principal Evaluation

Done well, principal evaluation:

- Communicates priorities.
- Establishes common language.
- Drives growth.
- Supports policy compliance.
In triads, consider these questions.

How, if at all, does your state’s principal evaluation system(s) address roles in improving equitable access to excellent teachers in schools through its....

- Framework?
- Practice measures (e.g., observation, portfolio)?
- Outcomes measures?
Principal Evaluation: Strategy for Supporting Teacher Equitable Distribution
Principal Evaluation: Strategies From the Field

- Rural and suburban schools
- Strong, local control
- Not Race to the Top states
- “Grow-your-own” emphasis
- Talent distribution priorities

For more information, visit [www.educatortalent.org](http://www.educatortalent.org).
Our engagement with partnership emphasizes:

- Framework that prioritizes data use, talent development
- Observation to reinforce teacher feedback and data use
- Policy-relevant, standards-aligned portfolio review
- Principal supervisor training for evaluation and coaching
- Change management
- State-level systems review and improvement
Principal Frameworks: Communicating Competencies and Priorities
Frameworks are high-level rubrics that
• Describe competencies
• Articulate performance levels
• Communicate priorities
• Foster reflection

Competencies describe habits of action and thoughts of strong principals exhibit. Competency-based evaluation has been associated with improved practices and outcomes in psychological and workplace studies.

See Clifford, 2014; Steiner & Hassel, forthcoming
In addition to state and district-developed frameworks, the following are examples of national principal evaluation frameworks.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Addresses Talent Management</th>
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<tbody>
<tr>
<td>Stronge and associates</td>
<td>X</td>
</tr>
<tr>
<td>New Leaders</td>
<td>X</td>
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<tr>
<td>McREL Balanced Leadership</td>
<td>X</td>
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<td>Learning-centered leadership</td>
<td>X</td>
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<tr>
<td>AIR</td>
<td>X</td>
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<tr>
<td>University of Washington’s Center for Educational Leadership</td>
<td>X</td>
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</tbody>
</table>
## Practice Dimension 1: Cultivate Shared Purposes and Goals

Principals have the knowledge and ability to ensure the success of every student by cultivating a shared district and school vision of learning supported by the school community.

### Quality Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans

<table>
<thead>
<tr>
<th>Element</th>
<th>Basic Principal</th>
<th>Developing Principal</th>
<th>Proficient Principal</th>
<th>Distinguished Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Aligns the school vision, mission, and goals with district goals and initiatives.</td>
<td>Requires others to reference the vision, mission, and goals when making organizational decisions. Ensures there is an alignment between the school resources, programs, and initiatives, and the school vision and mission.</td>
<td>Collaborates with stakeholders to provide meaningful input and implementation of the school’s vision, mission, and goals. Monitors and assesses the alignment between school vision, mission, and goals, and the school resources, programs, and initiatives.</td>
<td>Coaches other principals on the development and use of a compelling mission, vision, and goals in schools. Leads district wide efforts to ensure that the school vision, mission, and goals and the district’s initiatives are aligned.</td>
</tr>
<tr>
<td>B.</td>
<td>Develops a school improvement plan for implementing the school’s mission, vision, and goals that includes near-term and long-term benchmarks.</td>
<td>Enacts the school improvement plan in a timely manner. Monitors implementation of the school improvement plan.</td>
<td>Adjusts the school improvement plan in light of data and with input from district and school staff as required.</td>
<td>Supports district wide efforts to create, monitor, and enact school improvement plans. Coaching other principals on the implementing and evaluating their school improvement plans.</td>
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</tbody>
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**Below Basic (comment required)**

**Not Observed (comment required)**
AIR's *Five Essential Practices of School Leadership: A Framework for Assessing Practice*

- Written by and for principals
- Content validated
- Emphasizes instructional leadership, talent management
# Principal Evaluation: How Frameworks Address Talent Management

<table>
<thead>
<tr>
<th>ISLLC standards</th>
<th>Build shared purpose</th>
<th>Focus on learning</th>
<th>Manage organizational systems</th>
<th>Collaborate with community</th>
<th>Lead with integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission, vision, and goals</td>
<td></td>
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<td></td>
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<td>Teaching and learning</td>
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</table>
Cumulative Structure

The behaviors “accumulate” across the levels—a principal must demonstrate evidence for the preceding performance levels in order to score at any given level.

- Basic
  - Planning
  - Managing
  - Reacting

- Intermediate
  - Monitoring
  - Implementing
  - Anticipating

- Proficient
  - Improving
  - Distributing
  - Integrating
  - Modeling

- Distinguished
  - Advocating
  - Coaching

*Below basic* means principals do not do one or more things at the *basic* level.
Review the *Five Essential Practices* framework, specifically
- Practice 2 (Focus on learning)
- Practice 4 (Manage organizational systems)

Consider this question:
- How does the framework address principals’ role in supporting equitable distribution?
- How, if at all, are the actions/ideas adaptable to your framework?

Share-out
Principal Observation: Feedback for Principals, Support for Teachers
Principal Observation: Supporting Teacher Growth With Feedback

**Practices**
- Build Shared Purpose
- Focus on Learning
- Manage Organizational Systems
- Connect with Community
- Lead with Integrity

**Measures**
- Principal Observation
- 360-Degree Survey
- Principal Portfolio
- Principal Growth Plan
Principal observation, like teacher observation, is a formal, systematic method of gathering performance evidence on routine tasks.

Observation-based feedback is very powerful for shaping practice.

AIR’s Instructional Feedback Observation Tool is used to observe the quality of feedback delivered by school administrators to teachers during post-observation conferences, a skill that many principals struggle to do well and an important skill for teacher growth.
Principal Observation: Supporting Teacher Growth With Feedback

<table>
<thead>
<tr>
<th>Conditions for Fair, Accurate Observation</th>
<th>What We do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation process is transparent</td>
<td>We are train principals and supervisors.</td>
</tr>
<tr>
<td>Observation is accurate</td>
<td>AIR master coaches co-observe with supervisors and co-rate practice.</td>
</tr>
<tr>
<td>Observations occur in controlled conditions</td>
<td>We select postobservation sessions.</td>
</tr>
<tr>
<td>Multiple observations result in a score</td>
<td>A minimum of two observations will contribute to an observation score, but more tend to be scheduled.</td>
</tr>
</tbody>
</table>
The Instructional Feedback Observation support includes two publications:

- The *Guidebook* outlines a transparent procedure.
- The *Toolbox* includes forms to be completed by supervisors and principals.
## Principal Observation: Supporting Teacher Growth With Feedback

<table>
<thead>
<tr>
<th>Domain</th>
<th>What It Measures</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence use</td>
<td>Centers conversation on observation evidence</td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td>Accurately aligns data to teacher framework</td>
<td></td>
</tr>
<tr>
<td>Professional interactions</td>
<td>Focused attention</td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td>Appropriate communication</td>
<td></td>
</tr>
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<td></td>
<td>De-personalized comments</td>
<td></td>
</tr>
<tr>
<td>Differentiated questions</td>
<td>Asks reflective questions</td>
<td></td>
</tr>
<tr>
<td>Leading conversations</td>
<td>Sets goals for the meeting</td>
<td>Observation</td>
</tr>
<tr>
<td></td>
<td>Paces conversation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defines next steps with the teacher</td>
<td></td>
</tr>
<tr>
<td>Written feedback</td>
<td>Completes forms</td>
<td>Document review</td>
</tr>
<tr>
<td></td>
<td>Connects to teacher framework</td>
<td></td>
</tr>
</tbody>
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Principal Observation: Supporting Teacher Growth With Feedback

Principal observations must be scheduled to correspond to teacher post-observation conferences. (November)

Observation evidence can be collected by scripting or video.

Observation results can be shared at the mid-year check-in meeting. (December)
Principal Observation: Supporting Teacher Growth With Feedback

What’s inside the Guidebook?

- **Take 10 minutes** to read pages 2–10 of the Guidebook.

- **Meet** in small groups
  - What was interesting or surprising?
  - What do you need more information about?
  - What points are important to highlight?

- **Report out.**
Activity: You Are the Observer

- Make notes when watching this short video of a teacher post-observation conference.
- Rate performance according to the Observation Rubric (pp. 4–6 of the Toolkit).
- Discuss your overall impressions of the feedback session at your table:
  - What does the principal do well?
  - How could the principal improve?
- Share out key reflections: How does this support principals work to grow teacher talent?

http://tpep-wa.org/trainingpd/pre-and-post-observation-examples/
Challenges and Possibilities
Wrapping Up: Questions, Challenges, Possibilities
Wrapping Up: Team Focus
References


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Advancing state efforts to grow, respect, and retain great teachers and leaders for all students