Educational Leadership Measurement Tools Workgroup

January 12, 2012

- What do leaders do that makes a difference in how effective they are?
- What actions and behaviors make a difference in student learning?
- What should principals be evaluated on or what should evaluations emphasize?
- What is valued gets evaluated!
- What do quality evaluation systems have in common?

What Principals should know and be able to do…(NAESP, 2011)

- Focus on goals for student achievement = 93%

- Evaluate and develop teachers = 90%

- Manage data and knowledge to make good decisions = 89%

- Establish productive relationships with families and communities = 85%

- Establish high performance expectations = 84%

- Create structures and opportunities for teachers to collaborate = 83%
- Build a shared vision = 82%
- Strengthen school culture = 82%
- Provide individualized teacher support and professional development = 81%
- Provide instructional guidance (curriculum, pedagogy, and practice = 80%

- Provide and implement models of best practice = 80%
- Provide and implement models of best practice = 78%
- Align resources to support the instructional program = 77%
- Provide supportive working conditions in the school = 76%
- Develop and implement strategic school improvement plans = 76%

Principals ranked the following as the most important actions and behaviors for evaluation (AIR, 2011)

- 1. student growth
- 2. professionalism
- 3. instructional quality
- 4. individual growth plan
- 5. leadership
- 6. community relations
- 7. school management
- 8. staff support
- 9. school culture
- 10. school climate
- 11. communications
- 12. compliance and advocacy

- So how are states choosing to evaluate educational leaders?

- What are states doing to create evaluation systems or models that evaluate these actions and behaviors of leaders?

- How can we identify effective and highly effective educational leaders?

What are the current common components of leadership evaluation systems?

- Standards-based performance measures and ratings are used
  - Rubric describing behaviors and actions at various levels
  - Tied to high quality instructional leadership
  - Standards broken down into Indicators or Components
    - i.e., R.I. or Delaware
  - Evidence sources or examples and artifacts are gathered indicating how standards are met
  - All relate to ISLLC Standards or other standards

Common components…

- Evaluation cycle or steps are included in the process
- Annual timeline for the evaluation cycle is included
- Some way of tracking what supervisors/evaluators are supposed to do is included
- Description of evaluator and evaluatee responsibilities is available

Common components…

- Formative processes for professional growth and improvement are delineated and required

- Goal-setting is included

- Self-assessment tools for self-reflection are included

- Summative processes for determining ratings that affect employment decisions, rewards, etc. are included

Common components…

- Summative ratings (e.g., effective, proficient, unsatisfactory) are included
- Weights are attributed to multiple measures and they may vary but are always included
- Conferences to discuss practice and/or observations of practice are included
- Pre/Mid-Year/Post meetings are included
- Training or professional development about the evaluation process is always included

Differences in models…

- Different tools are used for different roles
- Site visits are required by evaluators
- Consulting or mentoring services are available
- State trainers are available to go to LEAs and assist with evaluation tools
- Forms vary
- Context is differentiated

But what are some salient differences in state evaluation models?

- Samples of rubrics are given but the LEAs do not have to use the same one
- Surveys of parents, teachers, and students are used
- CSIP is a major component for measurement
- Career administrators are measured differently than first year administrators

- Questions?