

Minnesota Principal Evaluation Working Group



November 14, 2011

Who we are

In 2000, New Leaders for New Schools was founded to confront the nation's growing achievement gap and to work toward high quality education for all students.

- Since our founding, the New Leaders' community has grown from 13 leaders trained in two cities to more than **800 leaders trained** in twelve urban areas.
- Nationwide, our leaders currently serve **a quarter of a million students** in:

Baltimore, MD

Prince George's County, MD

Charlotte, NC

Chicago, IL

Memphis, TN

Milwaukee, WI

New Orleans, LA

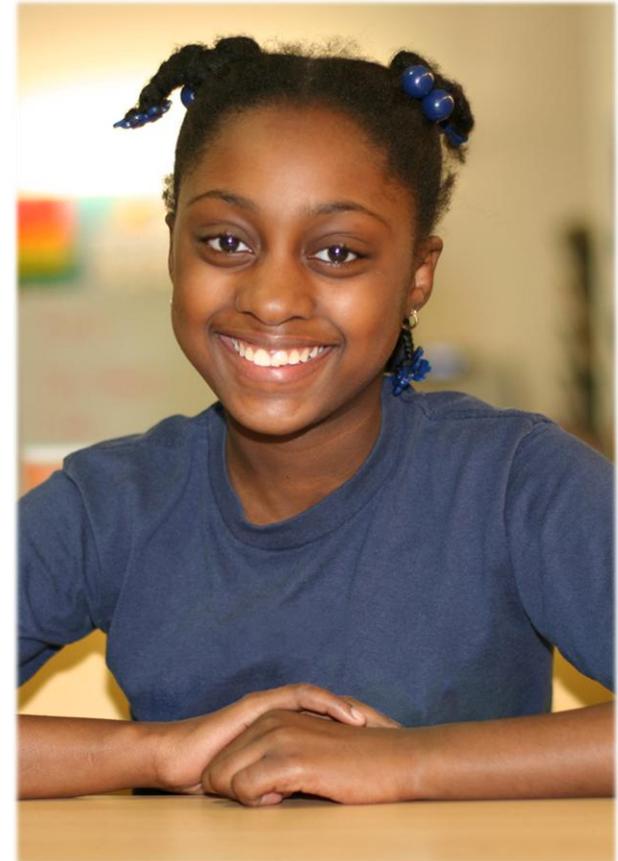
Jefferson Parish, LA

Newark, NJ

New York, NY

The Bay Area, CA

Washington, D.C.



What drives our work

Mission

To ensure **high academic achievement for every student** by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale.

“Achieving a quality education for all children is the civil rights issue of our generation. This is our moon shot.”

– Arne Duncan, US Secretary of Education

Flagship Aspiring Principals Program Model

Selection & Training

Recruitment and Selection

Best in class identification and selection based on best practices from both the education and business worlds

Training and Development

A Foundational Year that includes a month-long training institute, Residency alongside a mentor principal, and two, week-long training seminars during the school year

On-the-Job Support

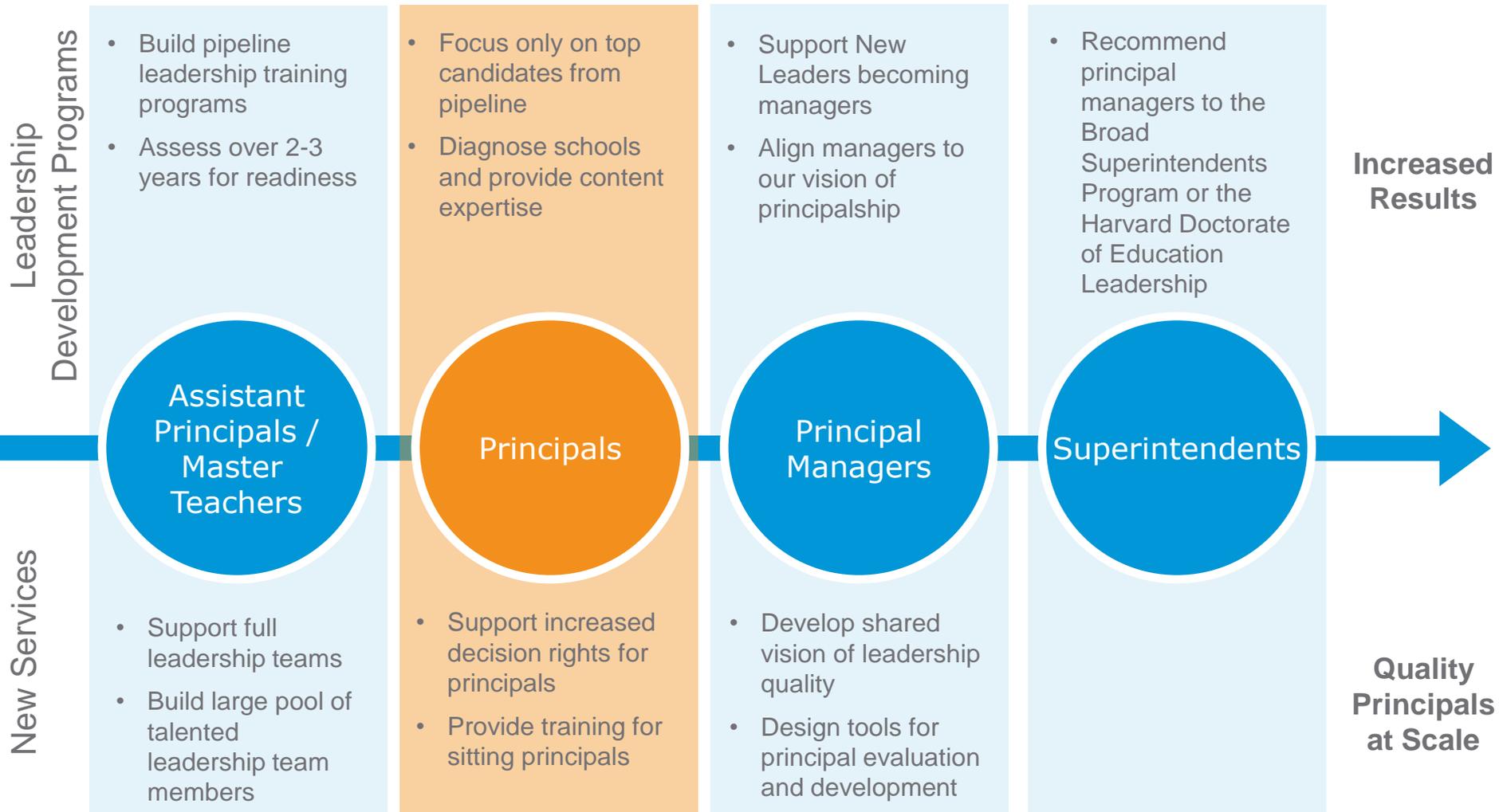
New Principal School Support

Personalized support from a network of early-tenure principals and Entry Planning help to craft an action plan to improve student achievement

New Leaders Ongoing Support

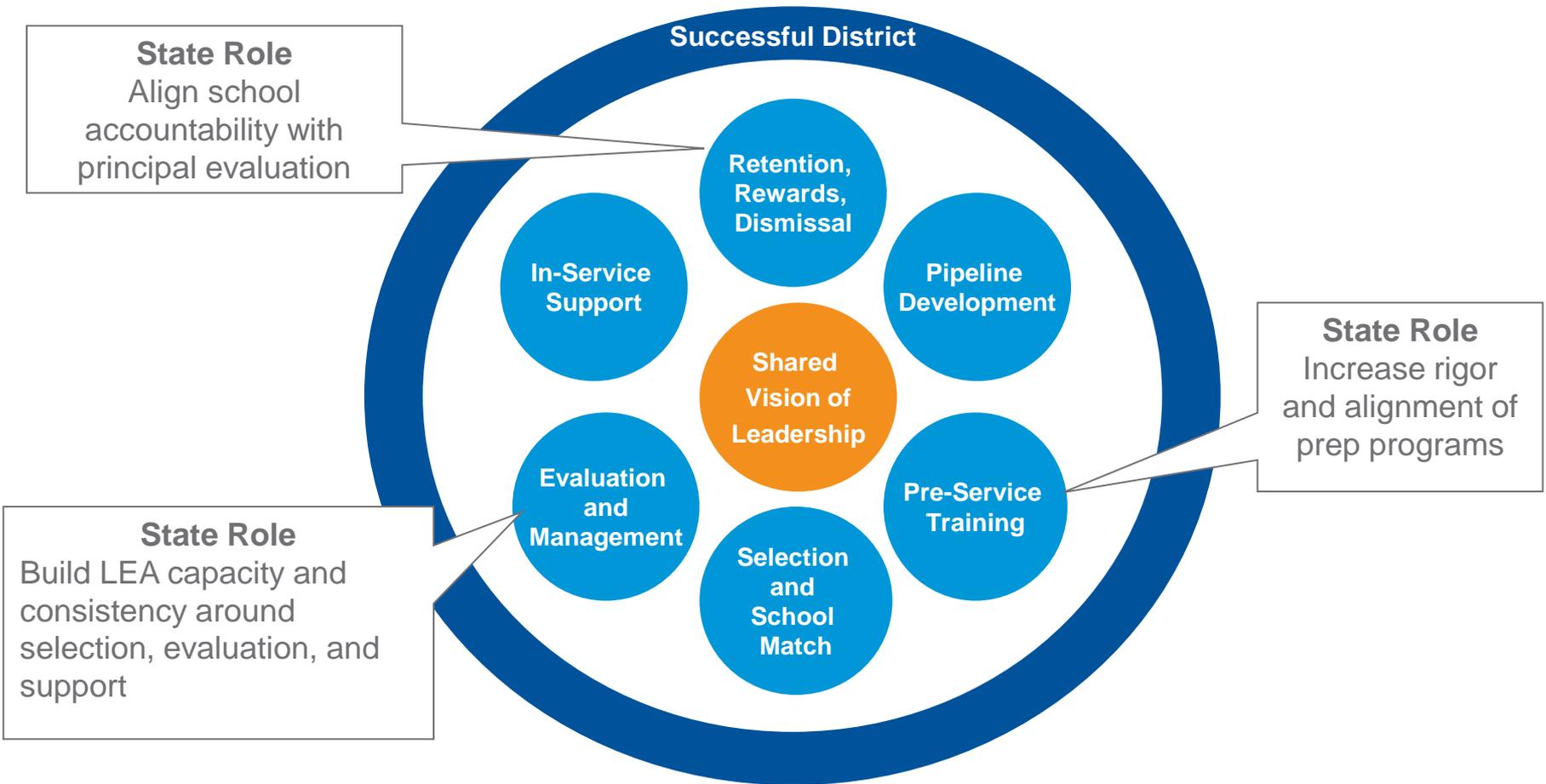
Ongoing professional development and peer-to-peer networking throughout their principalship

Portfolio of work

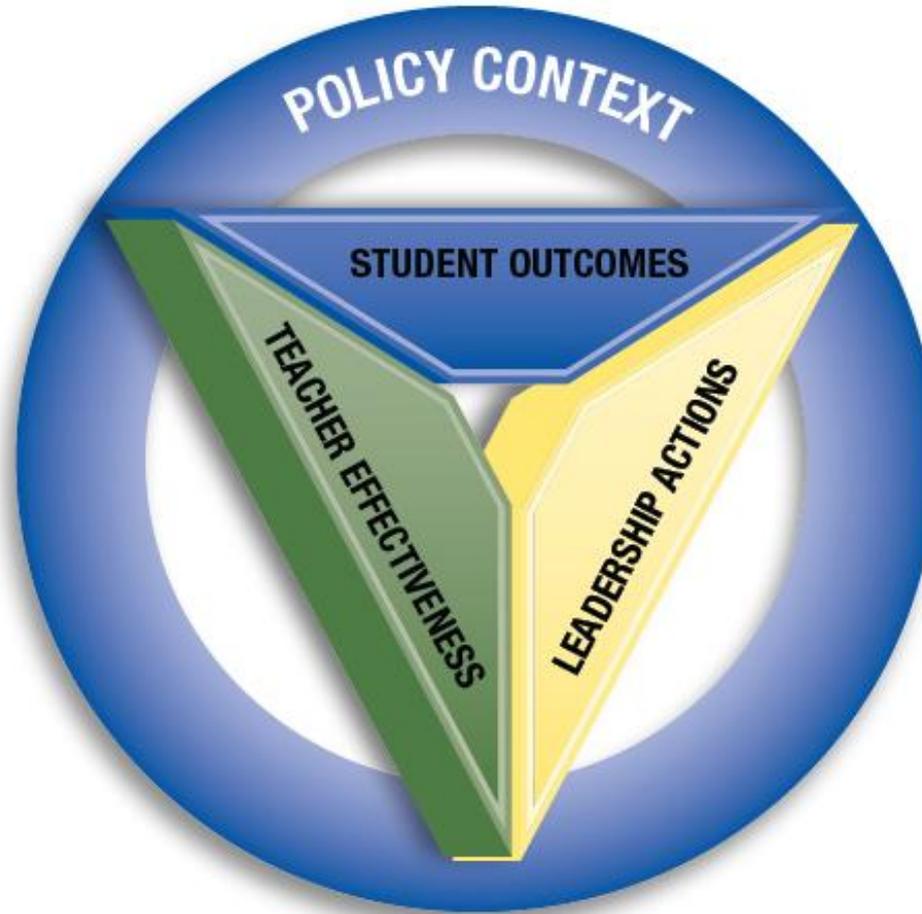


The foundation for Principal Effectiveness

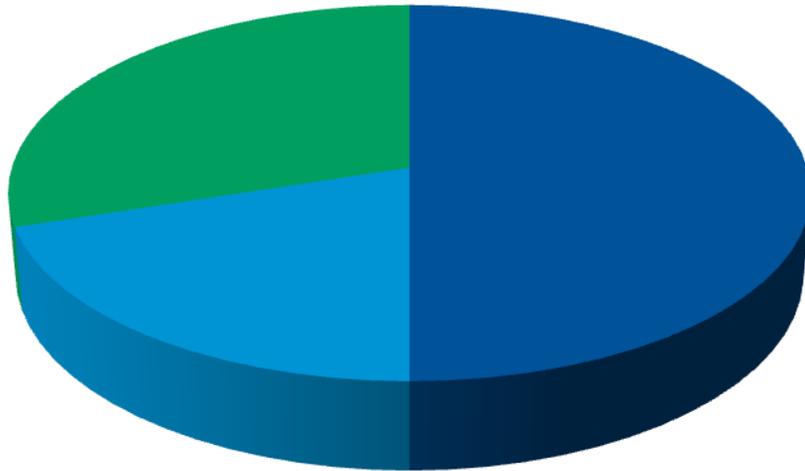
A leadership effectiveness strategy starts with a shared vision of leadership and uses levers throughout the span of principals' careers to ensure quality across the district.



Principal Effectiveness



Three elements for Principal Evaluation



- Student Outcomes
- Teacher Effectiveness
- Leadership Actions

Student Achievement Outcomes

- Student assessment results and measures of college readiness
- Emphasize growth over attainment

Teacher Effectiveness

- Growth in the percentage of teachers making “effective” gains in student achievement
- Improvement in the “differential retention” of teachers evaluated as effective

Leadership Actions

- Focus on domains of leadership that have been shown to drive results for students
- Fold in other elements (e.g., parent surveys) as data on the accomplishment of leadership actions

Principal Link to Teacher Effectiveness



Scholastic National Teacher Survey:

- 96% say quality leaders are necessary to retain good teachers.
- 91% say leadership quality has an important impact on student achievement.

CALDER Center Research on Effective Principals:

- Retain high-quality teachers and remove less effective teachers
- Select and hire more effective teachers
- Demonstrate greater growth in the effectiveness of teachers in the building

Principal Standards and Practice

CCSSO Performance Expectations – Implementing the ISLLC Standards

- I. Vision, Mission, and Goals
- II. Teaching and Learning (*priority expectation*)
- III. Managing Organizational Systems and Safety
- IV. Collaborating with Families and Stakeholders
- v. Ethics and Integrity
- VI. The Education System (*broader advocacy*)

Field Research - Key Principal Practices

Instructional Leader

- Align rigorous curriculum
- Implement consistent classroom practices
- Use data to drive instructional improvement
- Establish common instructional planning

Human Capital Manager

- Hire aligned staff
- Provide frequent feedback & learning structures for staff
- Manage staff performance
- Build a strong Instructional leadership team

Culture Developer

- Build adult responsibility for student success
- Define expected behaviors aligned to school values
- Implement a school-wide code of conduct
- Insist on high aspirations
- Engage families and community in student learning

All supported by effective management of systems and operations, especially use of resources and time

Sample State Standards

Tennessee

- Continuous Improvement
- Culture for Teaching and Learning
- Instructional Leadership and Assessment
- Staff Professional Growth (including staff evaluation)
- School and Resource Management
- Ethics
- Diversity

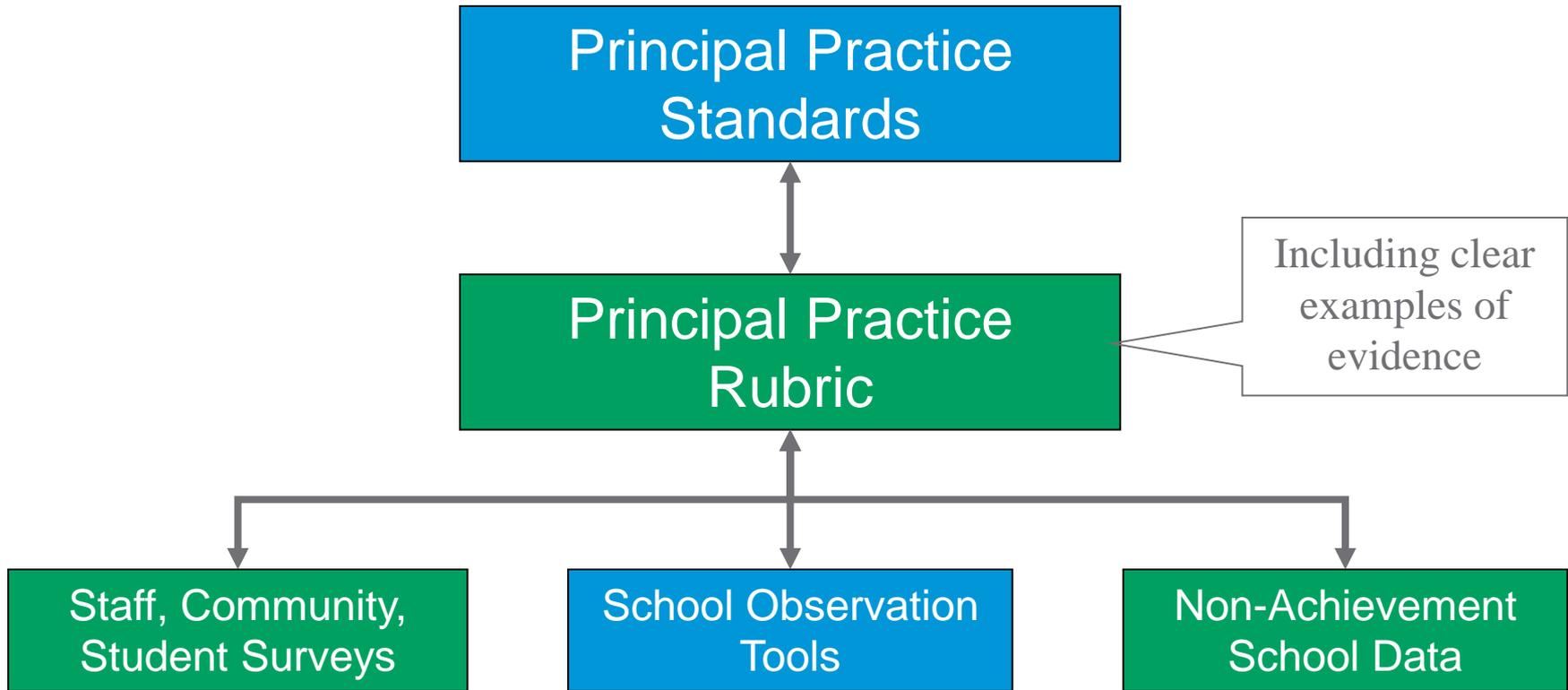
Colorado

- Strategic Leadership
- Instructional Leadership
- School Culture and Equity Leadership
- Human Resource Leadership (professional growth and evaluation)
- Managerial Leadership
- External Community Leadership
- Student Academic Growth

Illinois

- Vision and Mission Focused on Results
- Leading and Managing Systems Change
- Improving Teaching and Learning
- Building Collaborative Relationships
- Leading with Integrity
- Creating a Culture of High Expectations

Tools for Principal Practice Evaluation



We recommend rolling up staff/community surveys and non-achievement data into the overall rating of principal practice

Instruments Available in the Field

Principal Practice Rubrics (see NY State approvals)

- Reeves Leadership Performance Matrix
- Marzano's School Administrator Rubric
- Kim Marshall Principal Evaluation Rubrics
- New Leaders Principal Practice Rubric (see website)

Staff and Community Surveys

- VAL-ED (also often used as entire practice rubric)
- CALL (Comprehensive Assessment of Leadership for Learning)
- Chicago Consortium on School Research Survey



Recommend that scores from surveys be used by evaluators, rather than being “directly” averaged into the evaluation model

Student Outcomes for Principal Evaluation

Principles for use of student outcomes

- **Focus more on growth than attainment**
- **Value all students, not just those approaching proficiency**
- **Set targets that close in-school or cross-school achievement gaps**
- **Include “on track” to college non-test measures**
- **Use multiple years of data for high stakes consequences**
- **Ensure alignment to other state/LEA accountability systems for principals and schools**

Measures of student growth

Principal Evaluation:

Options:

- Academic measures using state assessments, district-developed assessments, or off-the-shelf assessments – mix of growth and attainment measures.
- Other school-level student outcome measures, including graduation rates, student retention/progression rates, and college acceptance rates for high school or attendance rates for elementary schools.
- Consistent state-wide measures versus locally developed measures/targets.

Key Issues:

- Do measures cover all grades/subjects in a school?
- Are assessments aligned with those used in teacher evaluations?
- Are measures aligned to school/district performance goals?
- Do data systems exist to collect these measures?
- What adjustments, if any, are made for first-year principals?

Examples of Student Outcome Proportions

DCPS IMPACT Model

Evaluation Component	% allocated	Total
Student Outcomes		50%
Value-Added Measure	20%	
School Specific Goals	10%	
DC CAS Gains Goals	20%	

TN Evaluation Model

Evaluation Component	% allocated	Total
Student Outcomes		50%
Value-Added Measure (state consistent)	35%	
Locally Determined Measures	15%	

Chicago “Performance Calculators” for Principals

	Elementary School	High School
Attainment	43%	36%
Gain/Growth	43%	64%
Value-Added	14%	0%
Attainment (“Status”)	<ul style="list-style-type: none"> •ISAT targets in reading, math, science, composite and highest grade •Attendance target 	Targets for: <ul style="list-style-type: none"> •ACT average •One-year dropout and freshmen “on track” •Attendance •PSAE Reading/Math/Science
Gain/Growth (“Trend”)	<ul style="list-style-type: none"> •Growth in ISAT in reading, math, science, composite and highest grade •Growth in attendance 	Growth in: <ul style="list-style-type: none"> •ACT average •One-year dropout and freshmen “on track” •Attendance •PSAE Reading/Math/Science •AP enrollment and success •Reading and Math scores from Explore/Plan/ACT sequence
Value-Added (“Growth”)	Reading and math (ISAT)	

Other Elements of Principal Evaluation

- Retention of effective teachers
- Quality/completion of teacher evaluations
- Special Education compliance measures
- Completion of professional growth plan activities
- Completion of school improvement plan goals
- Family/community survey scores

State Role in Design and Implementation

Foundational considerations

- Establish a clear theory of action and ensure coherence of educator evaluation systems within other reforms (teacher evaluation, principal preparation, school accountability.)
- Determine the appropriate levels of state and local control.
- Establish systems and processes for stakeholder engagement and communications to inform policies, build will, support implementation, etc.
- Invest as much or more in implementation than in design.
- Create opportunities for system evaluation and continuous improvement

“Loose vs. Tight” Decisions

Design Category	State Role
Evaluation Components and Weights	Full design at state level, or set minimum expectations for student outcomes and practice
Student Outcomes	<ul style="list-style-type: none">• Set expectations for growth versus attainment and expectations for achievement gap closing• Consistent use of state growth model• Create opportunities for some amount of local target setting
Principal Practice	<ul style="list-style-type: none">• Set consistent standards for principal practice• Create/select state model rubric – set high bar for LEAs to design/select their own• Develop minimum expectations for evidence (site observations, input from staff/community)

State Implementation Challenges

Evaluator training, especially for distributed/online delivery

- Principal evaluation training is more than “video norming”
- Designing robust examples of evidence, while avoiding “checklist”
- Providing guidance and skills on student outcomes goal setting

“Principal manager” job design and accountability

- Scope of management responsibility – number of schools, other responsibilities
- Focus on principal development, not just accountability
- Ability to see into human capital management at the school level

Timing and supports for LEA design and pilot
