

DRAFT - Component 3: Other Feedback Measures

Multiple measures that seek information from students, parents, colleagues, and supervisors should be used to inform a principal's evaluation. A variety of methodologies that incorporate different types of evidence from these stakeholders should be used to address the range of expectations outlined in the core competencies and indicators to provide a thorough assessment of the principal's performance.

One of the most commonly used methods is a survey. There are two approaches that have been used in doing this. One is to develop an in-house model and the second is to certify an external instrument or instruments that are to be used by all districts. Certification has usually been done by the state agency or other empowered entity.

An integral part of this model is the use of surveys to obtain feedback from those who interact with the principal on a regular basis. At a minimum this model requires feedback from teachers. This model leaves the decision as to how to do this to the local district. It also leaves the decisions as to which other stakeholders are surveyed to the districts but recommends the inclusion of other administrators, parents and students.

A portion of the summative evaluation must include external feedback from stakeholders.

Attachment B provides examples of surveys that have been developed by states, local districts public consortiums or colleges to be used for this purpose. It also includes examples of commercially prepared surveys.

Attachment B

The Use of Surveys in the Evaluation Process

Approaches:

1. Certify external instruments

This is the approach in Ohio. Districts are given a choice of including either VaIED or the Balanced Leadership Profile in their principal evaluation system. Both are 360 review instruments.

VAL-Ed presented to the committee. The Balanced Leadership Profile was developed at the Mid-Continent Regional Education Lab (MCREL) and is based on Robert Marzano's research on education leadership. The links below are to a description of the Balanced Leadership Profile and to pricing for it.

<https://www.educationleadershipthatworks.org/Public/About/Default.aspx>

<https://www.educationleadershipthatworks.org/Public/Audiences/Pricing.aspx?roleID=2>

2. Develop in-house instruments

Delaware requires that all administrator evaluations include results from the DPAS II Administrator Standards Survey, which is administered to teachers at their site. Below are links to the instrument itself and the complete guide for the evaluation system in DE.

<http://www.doe.k12.de.us/csa/dpasii/admin/adminforms.shtml>

http://www.doe.k12.de.us/csa/dpasii/admin/DPASII_AdministratorGuidecomplete.pdf

Examples of Stakeholder Surveys Used as Part of Administrator Evaluations

I. State and District Stakeholder Surveys

- **Baltimore School Climate Survey** (staff, parents, students). Sample Report: http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/80/pdf/2008_2011DistrictClimateSurveyResults.pdf
- **DC Public Schools Stakeholder Surveys** (staff, parents, students). Sample Report: http://dcps.dc.gov/DCPS/Files/downloads/ABOUT%20DCPS/Summary%20Report_2011_Hardy%20MS.pdf
- **Delaware DPAS II Administrator Standards Survey**. Sample Survey: http://www.doe.k12.de.us/csa/dpasii/files/admin_forms/admin_stdts_survey.pdf

- **Georgia Parent-Friendly School**
Survey: <http://www.doe.k12.ga.us/DMGetDocument.aspx/Workshop%20Survey.pdf?p=6CC6799F8C1371F61CBCA86D44F48B67933BDA47286363C8BC525AB6DAEAE07E&Type=D>

(This survey is used as part of a program for Georgia's Title I Schools; but is being used as part of principal evaluation as well.)

- **New Haven School Climate Survey** (Parents, Teachers, Students). Sample Report: http://www.nhps.net/sites/default/files/200910_Learning_Environment_Survey_BRENNAN-ROGERS.pdf
- New York City School Surveys (teacher, parent, student surveys). Sample report: http://schools.nyc.gov/OA/SchoolReports/2010-11/Survey_2011_X080.pdf
- **North Carolina Teacher Working Conditions Survey** - now used in 10+ states (including Alabama, Colorado, Maine, Maryland). Sample Report: <http://ncteachingconditions.org/reports/detailed.php?siteID=410-325>
<http://www.ncteachingconditions.org/>
- **The Chicago Consortium Survey** has a very well developed survey that measures school effectiveness and includes a robust leadership component. These links will show the actual instrument used by teachers
<https://www.ccsrsurvey.uchicago.edu/2011/s/7777/essentials/> http://csr.uchicago.edu/survey/2011/downloads/questionnaires/Teacher_survey_2011.pdf.
- **The Tripod surveys** developed at Harvard and administered in conjunction with Cambridge Education (and being used in the Gates Foundation Measuring Effective Teaching Project), is most known for student surveys of classroom conditions. But it also includes teacher surveys focused on pedagogy, teacher-student relations, and working conditions.
<http://www.tripodproject.org/uploads/file/assessments-flyer.pdf>
- **The CALL Survey** is a survey of leaders and teachers that assesses empirically relevant tasks of leadership *across* a school – distributed leadership assessment, rather than assessment of one person. CALL Feedback is being designed to provide school leaders relevant data about what they are doing and what can be done next using 1) target tasks, 2) levels of change, and 3) social networking with other schools that participate in CALL Networks. The instrument was developed at the University of Wisconsin; the authors are currently conducting a large research trial and continue to recruit participants.
<http://calldemo.wceruw.org/Page1.html>

II. Commercial Survey Products

- **VAL-ED: *Vanderbilt Assessment of Leadership in Education***

Val-Ed is a 360 degree assessment of the principal's learning-centered leadership (aligned with the ISLLC standards). Val-Ed focuses on leadership behaviors defined by six core components and six key processes shown to influence student achievement.

The results are interpreted against both norm-referenced and standards-referenced criteria that highlight areas of strength and possible areas for improvement. Sample

Report: <http://static.discoveryeducation.com/feeds/www/media/pdf/Assessment/VALED%20Sample%20Report%20Updated.pdf>

- **Educational Impact 360 Leadership Assessment:**

Educational Impact's 360 Degree leadership assessment asks questions connected with 47 leadership competencies that were developed using the ISLLC standards and a variety of state standards for school administrators. The competencies/questions are available

here: http://www.educationalimpact.com/pdfs/360_Degree_leadership_assessment_questions_competencies.pdf

Results are provided in a report that is designed to help the administrator develop a personal learning plan.

Continued professional development based on areas suggested by the assessment results can be supported by Educational Impact's On-line Academy (videos from leading experts).

Overview of the complete

program: http://www.educationalimpact.com/pdfs/360_leadership_overview.pdf

- **NASSP Leadership Skills Assessment:**

This is a web-based tool designed to diagnose the effectiveness of principal practice and to develop a responsive professional learning plan.

The skills that are assessed are drawn from the original NASSP 12 skill dimensions, the 21 domains developed by the National Professional Board for Educational Administration, the ISLLC Standards, and the guidelines for school administration developed by NCATE.

Included among the tools is a 360 degree assessment in which the principal self-assesses and asks up to 15 colleagues to assess the effectiveness of his or her practice on the same skills.

Sample Report: <http://www.nassp.org/portals/0/content/60991.pdf>

- **Principal Instructional Management-Rating Scale (PIMRS)**

The PIMRS assesses three dimensions of instructional leadership: Defining the School's Mission; Managing the Instructional Program; and Promoting a Positive School Learning Climate. The dimensions are then further delineated into ten specific instructional leadership functions.

The instrument is designed in three forms: a self-assessment for the principal, a teacher version and a supervisor version.

Each item is rated on a Likert-like scale, and the completed assessment results in a profile of perceptions on each of the ten leadership functions.

Sample Survey: <http://wise.fau.edu/~ecou1533/pimrs.htm>

- **School Culture Triage Survey:**

I did not find evidence that this survey is used as part of principal evaluation, but it has been used widely to assess school culture. Many states and districts require the principal to provide documentation of school climate without specific direction as to how to gather the data; this climate survey might be used for this purpose.

Sample survey: http://www.tn.gov/education/cte/ad/rubric/doc/sch_culture_triage.pdf

Examples of Surveys:

DPAS II Administrator Survey: Delaware Model

As part of the DPAS II for Administrators process, teachers are requested to complete the following Administrator Survey. The survey is collected and tallied by an on-line service.

For **each** rating of “1,” the respondent is asked to give an explanation for that score in the comment section. The following are the categories for the ratings:

3 The Administrator is *highly effective* in demonstrating this behavior.

2 The Administrator *usually* demonstrates this behavior.

1 The Administrator *needs improvement* on this behavior.

NA *Not applicable*/no basis for judgment.

DPAS II Individual Feedback

1. Reviews student achievement data with staff when developing vision and goals for school/program
2. Includes all appropriate stakeholders when developing goals for the school/program
3. Sets high expectations for students and staff.
4. Communicates the school/program goals effectively to the community.
5. Fosters diversity in the school as a part of the vision and goals.
6. Is aware of current best practices to promote a positive learning culture.
7. Monitors the instructional program.
8. Leads efforts to develop programs that promote a positive learning culture.
9. Recognizes staff and student accomplishments that support the learning culture.
10. Conducts the DPAS II process in a manner consistent with promoting a positive school learning culture.
11. Resolves problems efficiently in such a way that precludes similar problems from occurring in the future.
12. Manages resources, distributes budgets and staff in a fair manner.
13. Complies with laws, policies, regulations, and collective bargaining agreements.
14. Creates a safe and secure climate using best practices in this area.
15. Values instructional time by limiting interruptions and distractions.
16. Treats everyone in a professional and respectful

Minneapolis 2009 Survey

1. My principal monitors data review sessions to evaluate student learning/effectiveness of instructional strategies.
2. My principal participates in our Professional Learning Communities.
3. My principal conducts informal visits to my classroom.
4. My principal conducts formal observations of my classroom (TAP & probationary only).
5. My principal conducts conversations with me and my team concerning my PDP/PSP goals/progress.
6. My principal fosters a culture of high expectations for student achievement by all students.
7. My principal helps build a shared vision, specific goals and an actionable school improvement plan (SIP).

8. My principal works with teachers to ensure Professional Learning Communities and other professional development are aligned with the school's key teaching and learning priorities.
9. My principal distributes leadership effectively, clarifies roles and ensures work is coordinated around the school's improvement strategies and goals.
10. My principal provides me with useful feedback based upon classroom observations.
11. My principal effectively works with me to analyze my student data and student work and set clear goals for student progress.
12. My principal provides (or arranges for) the right type of support to meet my development needs (e.g., structured coaching, mentoring, leadership roles).
13. My principal provides appropriate encouragement and celebrates successes.
14. My principal establishes an environment of collaboration, understanding, inclusion of diversity and mutual respect.
15. My principal enforces discipline consistently.
16. My principal monitors behavior data to review and adjust procedures/policies.
17. My principal provides staff, family and community members the opportunity for input in school decisions.
18. My principal communicates openly and directly with others.
19. My principal communicates frequently.

MCREL Marzano

This could be developed into a survey

Twenty-one identified leadership responsibilities with statistically significant correlations to student achievement and 66 associated practice or behaviors associated with these.

1. Fosters a share belief and a sense of community and cooperation
2. Establishes a set of standards , operating procedures and routines
3. Protects teachers from issues and influence that would detract from their teaching time or focus
4. Provides teachers with materials and professional development necessary for the successful execution of their jobs
5. Is directly involved in the design and implementation of curriculum, instruction and assessment practices.
6. Establishes clear goals and keeps those goals in the forefront of the schools attention.
7. Is knowledgeable about current curriculum, instruction and assessment practices
8. Has quality contact and interactions with teachers and students.
9. Recognizes and rewards individual accomplishment.
10. Establishes strong lines of communication with teachers and among students.
11. Is an advocate and spokesperson for the school to all stakeholders
12. Involves teachers in the design and implementation of important decisions and policies
13. Recognizes and celebrates school accomplishment and acknowledges failures
14. Demonstrates an awareness of the personal aspects of teachers and staff
15. Is willing to and actively challenges the status quo.
16. Inspires and leads new and challenging innovations.
17. Communicates and operates from strong ideals and beliefs about schooling

18. Monitors the effectiveness of school practices and their impact on student learning.
19. Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.
20. Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.
21. Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.

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