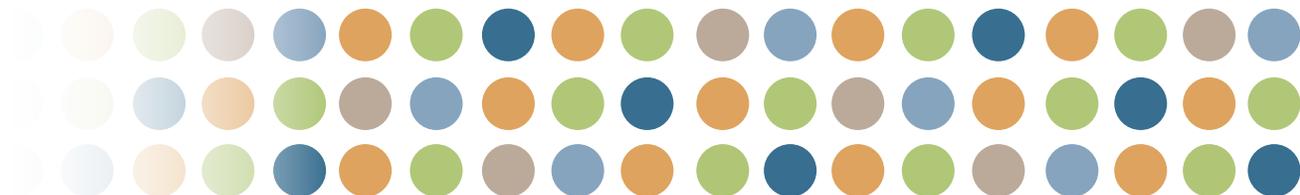




PRINCIPAL EVALUATION



DMC MANAGER'S TOOLKIT

Guide for Developing a Coherent and Aligned Principal Evaluation System

FOR REPRINTS PLEASE CALL 877-DMC-3500 OR EMAIL US AT INFO@DMCOUNCIL.ORG

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Guide to Developing a Coherent and Aligned Principal Evaluation System

The District Management Council (DMC) has developed this guide to assist districts with discussions focused on the redesign of their principal evaluation and support systems.

There is little dispute that, in today's complex educational environment, principals are one of the most important school-based factors affecting student achievement. Indeed, nearly 50 studies over the past quarter century have shown that principal influence is second only to classroom instruction in accounting for a school's contribution to student learning.

In recent decades, the role of the public school principal has changed dramatically. Historically, principals were regarded primarily as administrators and disciplinary officers—line managers charged with record-keeping, overseeing school buildings, maintaining order, and implementing district-wide policies. Today, however, the job of the principal has expanded to encompass a staggering array of professional tasks and competencies.

To varying degrees, today's principals are expected to be instructional, organizational, and public leaders, whose daily portfolio includes curriculum design, student assessment, public relations, budget-setting, school personnel decisions, and staff development—as well as the more traditional duties of administration and facilities oversight. Even if scholars forged a consensus on what constitutes effective school leadership, what makes for an “effective principal” in an individual district would still vary by how the district defines the contribution of the principal in driving the district's theory of action.

Ultimately, the job of the principal, like that of the teacher, is to advance student learning, so part of the increasing focus on effectiveness is about connecting principal evaluation more directly to student achievement. The new national dialogue on effectiveness also entails providing clearer guidance on what aspects of the practice of school leadership deserve the highest focus of a principal's time and the greatest weight in a principal's evaluation.

This guide is designed to facilitate conversation on these questions. We have designed the work process on the following pages so that it is valuable to all school districts, regardless of how well-developed your current principal evaluation system is. We envision the guide helping school districts to:

- Weight a principal's specific job responsibilities in accordance with district strategy
- Implement metrics of success
- Bring greater standardization and transparency to the evaluation process.

How to Use this Guide: Workflow and Additional Considerations

DMC suggests the following work process for the purpose of generating a strategic discussion around the development of a new evaluation tool:



This workbook follows a funnel-like approach. We believe that a conversation on principal effectiveness must both flow from and sharpen the district's overall strategic direction. The workbook therefore starts by asking you to articulate your district's theory of action. It proceeds to home in on the role of the principal within this theory of action: What must take place at the school level in order for the theory of action to produce results? How does the theory of action translate into school leadership responsibilities that drive or support the district's agenda?

To structure this clarification of a principal's specific responsibilities, we have provided sample indicators, synthesized from the predominant rubrics in the field, that describe an effective principal. These indicators are categorized under the four domains-Instructional Leadership, Organizational Leadership, Public Leadership, and Administrative and Other Responsibilities-that together encapsulate the possible range of a principal's job as both research and practice have defined it.

Once you have selected the desired indicators, we ask you to consider how you would measure whether that indicator is being performed successfully. Because activities are inherently difficult to measure, these metrics of success should ideally take the form of concrete outcomes. The worksheets we provide are designed to prompt reflection on a breadth of outcomes-oriented measures.

The chosen domains, indicators, and metrics come together in a summative weighting, reconciling the various components into an overall assessment of principal effectiveness.

We have endeavored in this workbook to address the major steps and themes that should go into creating a new or enhanced principal evaluation tool. The workbook should help to guide strategic and systems-focused discussions. It is not meant to be comprehensive or to include all the design considerations for a particular measure.

In practice, at each step, the context of a given district will determine a unique set of considerations that must be addressed in order to create a successful evaluation tool. Moreover, even when an evaluation tool is complete, it remains only one part of a broader effectiveness system. Building the district's capacity-so that the feedback of an evaluation shapes continuous improvement-and engaging stakeholders-so that the system can be sustained over time-are additional considerations.

As your district develops its new evaluation plan, DMC is available to assist with a variety of principal effectiveness, strategy, and human capital-related services.

How to Use this Guide (CONTINUED)

This guide has four main areas of focus that are addressed across the six steps:

- A. An overview of the topic of principal effectiveness, beginning with considerations of your district's current status with regards to principal evaluation, its strategy, theory of action, and targeted principal role. It includes descriptions of specific evaluation domains and indicators.
- B. Individual worksheets for discussing and designing specific measures of student achievement and principal practice that may be included in your evaluation design.
- C. Worksheets to help structure discussions around measurement approaches for the selected indicators. Whether using student achievement data or survey input from teachers, staff, or other stakeholders, the worksheets are designed to help address questions of when, how, and by whom something will be done.
- D. Summary worksheets for tabulating the individual worksheets. These include summary sheets for addressing individual design components, and the overall weighting for each measure. Space to note process-related factors such as frequency, timing, and responsibility for execution is also provided.

DMC recommends using the guide to help structure discussions with key stakeholders as your district's evaluation reform progresses. The guide can be used to help support one-on-one discussions or group discussions.

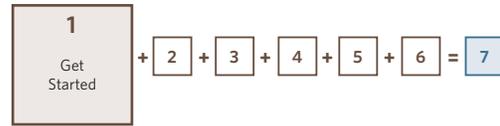
A sample team discussion using this guide might follow these six steps:

- 1) Convene a team meeting.
- 2) Distribute the guide in advance and task team members to think broadly about the topic, about which components are necessary for the district, and how important the components should be relative to one another.
- 3) Complete the initial overview worksheet as a team.
- 4) Complete the worksheets for each measurement approach as a team, being careful to note why or why not a specific approach was taken.
- 5) Compile summary worksheets as a team, debating the best approach for your district in terms of weighting of measures, fit with key process constraints, and stakeholder considerations.
- 6) Assign clear roles and responsibilities for executing each measure to help prepare for implementation.

A worksheet to help discuss formative questions and district background is shown on the next page. The six-step workflow, discussed on the previous page, will guide individuals through this workbook.

Get Started

This workbook is designed to be part of a process and discussion that ultimately aids in the collaborative creation of an evaluation tool. Below are important questions and considerations that can help transition a team into the evaluation tool creation process.



This worksheet helps get your team started on the process of creating a new principal evaluation system by asking critical background questions and introducing key structural considerations.

Please take some time to think through and answer these questions before proceeding to the evaluation tool design.

1) Where is the district now?

a. Please describe the district's current principal effectiveness process (process=how you determine, evaluate, and promote principal effectiveness).

b. What is the district's current evaluation tool, and how well does it work?

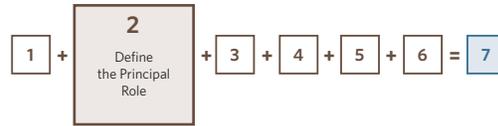
2) What do you hope to accomplish through the process of developing or revising a principal evaluation system?

3) What is the status of the state's guidance?

4) What are the district's immediate priorities?

Define the Principal Role

A district theory of action - a guide to what will drive change - should define the principal's role. DMC feels the theory of action, and therefore how principal effectiveness is defined, should be driven by local context. As districts embrace different approaches to pursuing results, the role of the building leader can vary significantly, but in all cases should be consistent with overall district strategy.



This exercise forces your team to consider the role that a principal takes in driving district success. Different opinions are sure to exist among your central office and principal staff, and this step helps clarify key objectives.

In our district, success is defined as _____ . Our theory of action can be summarized as:

if _____ ,

and if _____ ,

and if _____ ,

then _____ .

We will measure success by: _____

This translates into the following top responsibilities for principals and school leaders:

- 1.
- 2.
- 3.
- 4.
- 5.

For the responsibilities above that do not apply to all principals, can you categorize the principals they do apply to by:

School level (elementary, middle, high)

School size

Accountability status

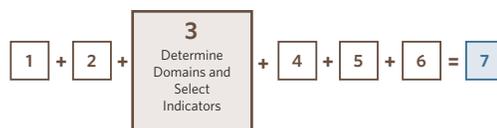
Principal experience or leadership approach

Other

Fill out the following sheets for as many categories of principals as appropriate to address your district's strategic priorities

Determine Domains & Select Indicators: Introduction

Definitions of effective principal leadership typically fall into the categories below. The workbook prompts you to consider specific indicators for each category, as well as the relative weighting of each category.



These worksheets assist in defining the components of a principal rubric that assesses both principal practice and student achievement outcomes.

PRINCIPAL PRACTICE RUBRIC COMPONENTS

Principal practice refers to a principal's day-to-day job responsibilities. The range of possible responsibilities and the measures to evaluate them can be categorized into four overarching domains.

DOMAIN	DESCRIPTION
Instructional Leadership	These leadership characteristics and behaviors address factors that directly impact teaching and learning. A recent focus has been to highlight these responsibilities as a departure from a principal role focused more on administrative duties.
Organizational Leadership	Building a great organization is not achieved through solely instructional leadership or rote administrative duties. This domain focuses on leadership skills that foster the use of data, human capital development, and organizational culture.
Public Leadership	This domain captures leadership indicators that focus on responsibilities in dealing with various stakeholders. These leadership skills can be a significant factor in a school's success. Increasingly, districts are recognizing the role of the principal as a public leader.
Administrative and Other Responsibilities	Some districts choose to separate leadership characteristics associated with administrative duties. Leadership definitions are never concrete: districts should use definitions that work with the local context.

STUDENT ACHIEVEMENT MEASURES

Increasingly, aggregate measures of student achievement are being included as key components of principal evaluation systems. This workbook will prompt you to consider what percentage of the total evaluation should be based on student outcomes.

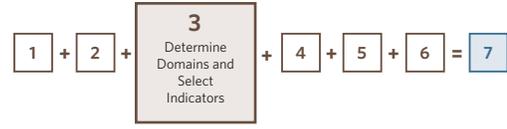
APPROACH	DESCRIPTION
Achievement Data	On a school-wide basis, achievement data can be gathered for an annual assessment that is comparable across years. While it is sometimes considered problematic to evaluate performance at the classroom level, aggregate performance of a school serves to reduce certain statistical issues. Also, this method is easier to calculate and understand than some growth models.
Growth Data	Growth data varies from improvement data in that it tracks a specific cohort's performance from period to period. There are several growth models in use around the country including student growth percentiles and projection models (commonly referred to as value-added models). While more accurate as a performance measurement, technical challenges of data availability or analytical capacity will need to be considered.

In step 5 of the workbook, you will have the opportunity to address how, when, and by whom these domains are measured by discussing approaches including observations, surveys, and others.

Instructional Leadership

These leadership characteristics and behaviors address factors that directly impact teaching and learning. A recent focus has been to highlight these responsibilities as a departure from a principal role focused more on administrative duties.

The sample indicators are not comprehensive. They are designed to exemplify possible aspects of the principal's job and to highlight the connection between defining job responsibilities and measuring success.



These worksheets assist in defining the components of a principal rubric that assesses both principal practice and student achievement outcomes.

Principal Category (if applicable): _____

SUBDOMAIN	SAMPLE INDICATOR
Vision/Goal Setting	<ul style="list-style-type: none"> Works with others to develop and disseminate a vision for achievement Executes goals by creating, implementing, and revising plans Promotes learning and continuous improvement
High Standards	<ul style="list-style-type: none"> Sets, communicates, and incentivizes high expectations for students, faculty, and staff Holds teachers accountable for student achievement Celebrates progress and success
Curriculum	<ul style="list-style-type: none"> Designs a rigorous and coherent set of curricula Aligns curricula with national, state, and local standards Develops and implements assessments of instructional program Promotes use of technology where effective and appropriate
Teaching & Learning	<ul style="list-style-type: none"> Oversees instruction Develops instructional capacity Enables personalized instruction and monitors student progress Maximizes quality instructional time by minimizing disruptions
Culture	<ul style="list-style-type: none"> Designs collaborative organization Builds relationships with parents and community Interacts with students, teachers, and staff Offers mentoring and support Models standards of transparency, equality, and accountability
Other	

Source: Interstate School Leaders Licensure Consortium (ISLLC); Thomas B. Fordham Institute and American Institutes for Research; University of Minnesota and University of Toronto; McREL "Balanced Leadership;" Calder Urban Institute; Policy Studies Associates; RAND

As you consider measurement approaches, ask yourself: a) Is the metric measuring a performance outcome? b) Does the metric lead the principal and/or the district to actionable insights that improve performance?



For each of the major domains and indicators selected, your team should articulate clear and measurable metrics that will be used in the evaluation process.

HOW WILL YOU MEASURE THIS?

Ex. Artifacts of school mission and vision statements and improvement plan

Ex. Student achievement levels and growth rates

Ex. Review of school courses of instruction and teacher lesson plans

Ex. School walk-throughs

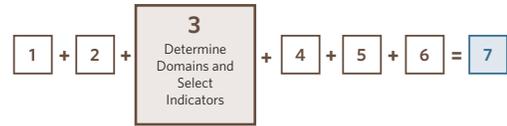
Ex. Student, teacher, and staff surveys

Organizational Leadership

Building a great organization is not achieved through solely instructional leadership or rote administrative duties. This domain focuses on leadership skills that foster the use of data, human capital development, and organizational culture.

The sample indicators are not comprehensive. They are designed to exemplify possible aspects of the principal's job and to highlight the connection between defining job responsibilities and measuring success.

Principal Category (if applicable): _____



These worksheets assist in defining the components of a principal rubric that assesses both principal practice and student achievement outcomes.

SUBDOMAIN	SAMPLE INDICATOR
Data/Accountability	<p>Sets performance targets</p> <p>Gathers and analyzes data to assess progress</p> <p>Uses data to evaluate and adjust resource allocation</p>
Planning & Systems Thinking	<p>Determines and arranges professional development</p> <p>Makes hiring decisions</p> <p>Allocates resources (i.e., people, money, technology)</p>
Management of Others	<p>Builds leadership and management capacity of others</p> <p>Manages non-instructional staff</p> <p>Deals with under-performers</p>
Team Leadership	<p>Monitors and promotes well-being of students, faculty, and staff</p> <p>Responds to concerns</p> <p>Inspires innovation and challenges the status quo</p>
Other	

Source: Interstate School Leaders Licensure Consortium (ISLLC); Thomas B. Fordham Institute and American Institutes for Research; University of Minnesota and University of Toronto; McREL "Balanced Leadership;" Calder Urban Institute; Policy Studies Associates; RAND

As you consider measurement approaches, ask yourself: a) Is the metric measuring a performance outcome? b) Does the metric lead the principal and/or the district to actionable insights that improve performance?



For each of the major domains and indicators selected, your team should articulate clear and measurable metrics that will be used in the evaluation process.

HOW WILL YOU MEASURE THIS?

Ex. Availability of current performance data on school targets

Ex. Teacher and staff ratings of the efficacy of professional development

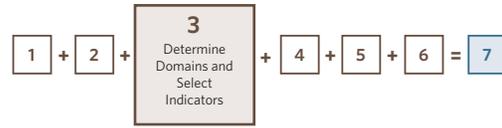
Ex. Teacher and staff turnover rates

Ex. Teacher and staff surveys of school leadership; "360 degree" feedback

Public Leadership/Administrative and Other Responsibilities

The sample indicators are not comprehensive. They are designed to exemplify possible aspects of the principal's job and to highlight the connection between defining job responsibilities and measuring success.

Principal Category (if applicable): _____



These worksheets assist in defining the components of a principal rubric that assesses both principal practice and student achievement outcomes.

PUBLIC LEADERSHIP

This domain captures leadership indicators that focus on responsibilities in dealing with various stakeholders. These leadership skills can be a significant factor in a school's success. Increasingly, districts are recognizing the role of the principal as a public leader.

SUBDOMAIN	SAMPLE INDICATOR
Communications & Connections	<i>Displays awareness of community needs and promotes appreciation for diversity</i> <i>Interacts with other administrators and external officials</i> <i>Follows, influences, and adapts to local, state, and national trends and themes</i> <i>Advocates on behalf of, and raises support for, school's constituents</i>
Discipline & Family Engagement	<i>Maintains safe and orderly environment dedicated to learning</i> <i>Builds productive and sustained relationships with families and community</i> <i>Provides backup to teachers</i>
Other	

ADMINISTRATIVE AND OTHER RESPONSIBILITIES

Some districts choose to separate leadership characteristics associated with administrative duties. Leadership definitions are never concrete: districts should use definitions that work with the local context.

SUBDOMAIN	SAMPLE INDICATOR
Operations & Systems	<i>Develops and communicates procedures</i> <i>Establishes teacher and student schedules</i> <i>Oversees facilities</i>
Other	

Source: Interstate School Leaders Licensure Consortium (ISLLC); Thomas B. Fordham Institute and American Institutes for Research; University of Minnesota and University of Toronto; McREL "Balanced Leadership;" Calder Urban Institute; Policy Studies Associates; RAND

As you consider measurement approaches, ask yourself: a) Is the metric measuring a performance outcome? b) Does the metric lead the principal and/or the district to actionable insights that improve performance?



For each of the major domains and indicators selected, your team should articulate clear and measurable metrics that will be used in the evaluation process.

HOW WILL YOU MEASURE THIS?

Ex. "360 degree" feedback; attendance at school and community events

Ex. School climate indicators; number and frequency of school communications

HOW WILL YOU MEASURE THIS?

Ex. On-time bus arrival rate; status of school audit

Student Achievement Measures

This worksheet provides an opportunity for you to address the portion of the evaluation that you would like to base on student achievement measures.

Which of the following student achievement data models will you use in your evaluation tool? (Check all that apply)

- Achievement Data (school-wide)
- Growth Data (school-wide)
- Other _____

Principal Category (if applicable): _____



For each of the major domains and indicators selected, your team should articulate clear and measurable metrics that will be used in the evaluation process.

DESIGN QUESTIONS

1. Do you have the necessary data to implement the models you have selected?

- Yes
- No
- Not sure

If your answer is "no" or "not sure," how can you become ready?

2. What is the readiness level of your organizational infrastructure to convert to the data model that you have selected?

(e.g., personnel, analytic tools)

- High
- Med
- Low
- N/A

3. How compatible is your organizational culture with the transparency of this evaluation method?

- High
- Med
- Low
- N/A

POINTS OF CONSIDERATION

What school-level data does your district have available? What is available from the state? What might be coming in the future? What would you like to see?

How can your district overcome these barriers?

What are the barriers to execution? Examples may include overall capacity, data systems capabilities, contractual restrictions, etc. How can these barriers be removed?

What is the level of understanding of how quantitative data can be used? How can your district promote buy-in to these approaches?

4. Other Considerations

5. Who will be primarily responsible for collecting and analyzing this data?

Who will collect the data? Who will analyze the data? How will the data be presented to the principal?

6. How will this data be incorporated into the principal effectiveness system?

How can school or district-wide insights be gathered and applied to such human capital functions as professional development or recruiting?

- Summative Evaluation
- Commendation
- Professional Development
- Other _____

WHAT POTENTIAL BARRIERS EXIST?

WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

School Observations

School observations are a critical part of principal evaluations. Select the principal category for which you are developing an evaluation.

Principal Category (if applicable): _____



Once you know *what* you will measure, these worksheets will help your team address *how* the data will be gathered. These worksheets address both principal practice as well as student achievement outcomes.

DESIGN QUESTIONS

1. School observations will be used to evaluate effective school leadership in the following areas: *(Check all that apply)*

- Instructional
- Organizational
- Public
- Administrative and Other

2. Who will be responsible for designing the actual observation rubric?

3. Who will perform the observations?

- Superintendent
- Deputy Superintendent
- Assistant Superintendent
- Other _____

4. How many times will you observe each principal in a given school year?

(Please mark your numerical choice on the line)



5. How long will each observation be? *(Please mark your choice on the line; if observations will not always be of equal length, please indicate)*



POINTS OF CONSIDERATION

It is important to design a well-balanced evaluation tool, but equally important to determine exactly what that tool is being designed to measure.

It is important to make sure that as your district moves forward, there are appointed parties who will take the lead in designing the system. The selected individual(s) will need to take the lead on securing buy-in, clarifying the process, and acting as a knowledge base.

The most common choice will likely be a superintendent, deputy, or assistant superintendent but it is important to determine if these individuals are able to evaluate all categories of principals or types of schools.

Keep in mind the capacity of your evaluators. Traditionally, evaluations have occurred once per year or once every few years, but an increasing number of rubrics focus on conducting a greater number of observations in a given year. While conducting more evaluations means more useful data, they also create more time constraints for the evaluator.

It is important to determine if evaluators will physically be able to observe for the total amount of time, given their other responsibilities (number of buildings x number of evaluations/year x length of each evaluation).

6. Will feedback be given to the principal?

- Yes, verbally
- Yes, written
- No
- Other _____

What will be the standard expectation for each evaluator when it comes to providing feedback to principals?

7. How often will feedback be given?

(e.g., after each observation, quarterly, annually, etc.)

Establishing certain protocols related to feedback helps to build consistency into the process from evaluator to evaluator.

8. Who will see the feedback?

- Just the evaluator
 - Just the principal and the evaluator
 - The principal, the evaluator, and others
- (please list)* _____

Which individuals need to see this information, and how will it be used to improve the evaluation system and boost principal effectiveness?

9. How will the feedback be incorporated into the principal effectiveness system?

- Summative Evaluation
- Professional Development
- Commendation
- Other _____

The incorporation of feedback into the observation cycle is an important part of creating an evaluation system. How will the evaluator use the information that he or she gathers?

WHAT POTENTIAL BARRIERS EXIST?

WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

Survey Measures

Surveys can be used to solicit the input of one or more of a school's stakeholder groups.



Once you know *what* you will measure, these worksheets will help your team address *how* the data will be gathered. These worksheets address both principal practice as well as student achievement outcomes.

Principal Category (if applicable): _____

DESIGN QUESTIONS

POINTS OF CONSIDERATION

1. Which groups will be asked about which leadership domains?

	INSTRUCTIONAL	ORGANIZATIONAL	PUBLIC	ADMINISTRATIVE AND OTHER
<input type="checkbox"/> Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Different groups will have opinions on different areas, depending on how they interact with the school. Not all groups may be able to weigh in equally on all domains.

2. How will you collect the information? What criteria will be used to select respondents? What is an acceptable response rate?

Logistically, collecting survey data may require varying levels of planning and coordination.

3. Who will be responsible for administrating the survey?

Perhaps the individual collecting this information will be the same person conducting school evaluations, but perhaps another individual is required due to workload considerations.

4. Who will design the survey?

A rubric for evaluating survey responses will add consistency to evaluations across the district.

5. How will questions be split between multiple choice and open response?

The survey should balance quantitative summaries that can be compared over time with unstructured input.

7. How often will surveys be administered?

(e.g., after each observation, quarterly, annually, etc.)

Establishing certain feedback and timing will build consistency into the process from evaluator to evaluator.

8. Who will see the survey responses?

- Just the evaluator
- Just the principal and the evaluator
- The principal, the evaluator, and others

(please list) _____

Which individuals need to see this information in order to continually develop the principal evaluation system?

9. How will the feedback be incorporated into the principal effectiveness system?

- Summative Evaluation Commendation
- Professional Development Other _____

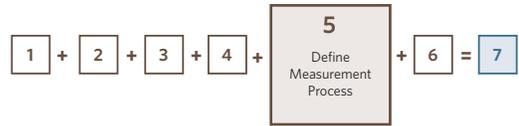
The incorporation of feedback into the observation cycle is an important part of evaluation system thinking. How will the evaluator use the information that he or she gathers?

WHAT POTENTIAL BARRIERS EXIST?

WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

Other Evaluation Measures

You can incorporate other measures of principal practice into your evaluation tool. For each potential measure that you would like to include, complete an additional evaluation measure worksheet (below). Please keep in mind the principal category for which you are developing the tool.



Once you know *what* you will measure, these worksheets will help your team address *how* the data will be gathered. These worksheets address both principal practice as well as student achievement outcomes.

Principal Category (if applicable): _____

Which of the following measurement approaches will you incorporate into your evaluation tool? (Please select one)

- Parent input Self evaluation
- Student input Principal portfolio
- Peer input School artifacts
- Other _____

DESIGN QUESTIONS

POINTS OF CONSIDERATION

1. For the measurement approach you have selected, indicate the areas of effective leadership it will evaluate:

- Instructional Public
- Organizational Administrative and Other

Consider what additional areas of effective leadership this additional measure may allow you to measure and develop.

2. How will you collect the information?

Logistically, collecting information for additional measures of principal practice may require varying levels of planning and coordination.

3. Who will be responsible for collecting this information?

Perhaps the individual collecting this information will be the same person conducting school evaluations, but perhaps another individual is required due to workload considerations.

4. Who will design the rubric dictating how this information will be evaluated?

A rubric for evaluating additional measures of principal practice will add consistency to evaluations across the district.

5. How often will this measurement approach be used in a given school year?

What is the appropriate timing? Also, keep in mind the capacity of your evaluators.

Other Evaluation Measures

6. Will feedback be given to the principal?

- Yes, verbally
- Yes, written
- No
- Other _____

What will be the standard expectation for each evaluator when it comes to providing feedback to principals?

7. How often will feedback be given?

(e.g., after each observation, quarterly, annually, etc.)

Establishing certain protocols related to feedback helps to build consistency into the process from evaluator to evaluator.

8. Who will see the feedback?

- Just the evaluator
 - Just the principal and the evaluator
 - The principal, the evaluator, and others
- (please list)* _____

Which individuals need to see this information in order to continually develop the principal evaluation system?

9. How will the feedback be incorporated into the principal effectiveness system?

- Summative Evaluation
- Professional Development
- Commendation
- Other _____

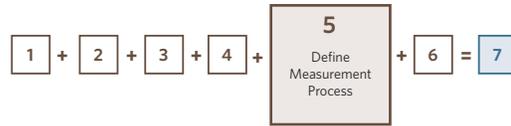
The incorporation of feedback into the observation cycle is an important part of evaluation system thinking. How will the evaluator use the information that he or she gathers?

WHAT POTENTIAL BARRIERS EXIST?

WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

Other Evaluation Measures

You can incorporate other measures of principal practice into your evaluation tool. For each potential measure that you would like to include, complete an additional evaluation measure worksheet (below). Please keep in mind the principal category for which you are developing the tool.



Once you know *what* you will measure, these worksheets will help your team address *how* the data will be gathered. These worksheets address both principal practice as well as student achievement outcomes.

Principal Category (if applicable): _____

Which of the following measurement approaches will you incorporate into your evaluation tool? (Please select one)

- Parent input
- Student input
- Peer input
- Other _____
- Self evaluation
- Principal portfolio
- School artifacts

DESIGN QUESTIONS

POINTS OF CONSIDERATION

1. For the measurement approach you have selected, indicate the areas of effective leadership it will evaluate:

- Instructional
- Organizational
- Public
- Administrative and Other

Consider what additional areas of effective leadership this additional measure may allow you to measure and develop.

2. How will you collect the information?

Logistically, collecting information for additional measures of principal practice may require varying levels of planning and coordination.

3. Who will be responsible for collecting this information?

Perhaps the individual collecting this information will be the same person conducting school evaluations, but perhaps another individual is required due to workload considerations.

4. Who will design the rubric dictating how this information will be evaluated?

A rubric for evaluating additional measures of principal practice will add consistency to evaluations across the district.

5. How often will this measurement approach be used in a given school year?

What is the appropriate timing? Also, keep in mind the capacity of your evaluators.

Other Evaluation Measures

6. Will feedback be given to the principal?

- Yes, verbally
- Yes, written
- No
- Other _____

What will be the standard expectation for each evaluator when it comes to providing feedback to principals?

7. How often will feedback be given?

(e.g., after each observation, quarterly, annually, etc.)

Establishing certain protocols related to feedback helps to build consistency into the process from evaluator to evaluator.

8. Who will see the feedback?

- Just the evaluator
 - Just the principal and the evaluator
 - The principal, the evaluator, and others
- (please list)* _____

Which individuals need to see this information in order to continually develop the principal evaluation system?

9. How will the feedback be incorporated into the principal effectiveness system?

- Summative Evaluation
- Professional Development
- Commendation
- Other _____

The incorporation of feedback into the observation cycle is an important part of evaluation system thinking. How will the evaluator use the information that he or she gathers?

WHAT POTENTIAL BARRIERS EXIST?

WHO ARE THE KEY STAKEHOLDERS YOU NEED TO ENGAGE? WHAT ACTION STEPS MUST BE TAKEN IN ORDER TO PROCEED?

Summative Weighting

It is important to consider how much each measurement component will weigh in the total evaluation tool. This worksheet is intended to help you summarize these different weights.

How many different types of evaluations will you have, considering data availability and differences in subject matter taught?

- One for all principals
- Two (e.g., elementary and secondary)
- Three (e.g., level and accountability status)

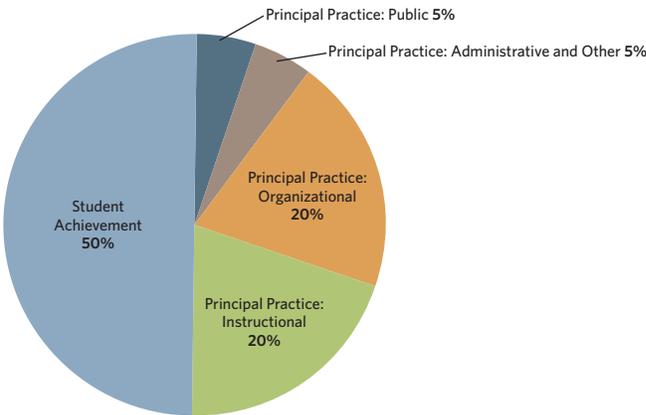
How will you weight student achievement measures vs. principal practice rubric components?

(e.g., 100% principal practice vs. 100% student achievement vs. 80/20 vs. 20/80 vs. 50/50)

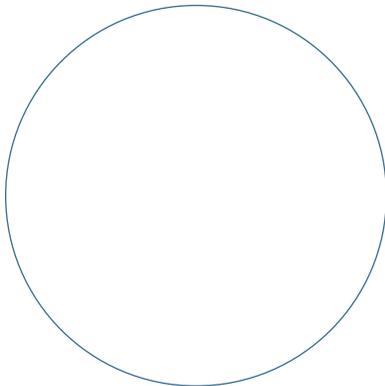
Complete the pie chart(s) below, providing labels and weighting for each measure that will be included in your evaluation tool. If there are multiple types of evaluations, fill out a pie chart for each.

EXAMPLE:

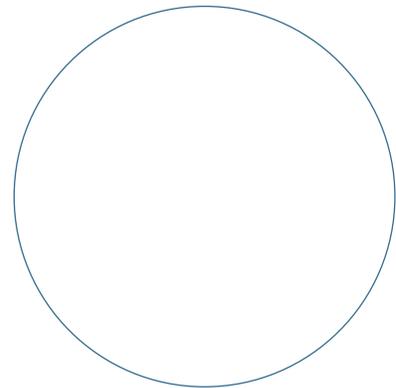
Type: High School Principal



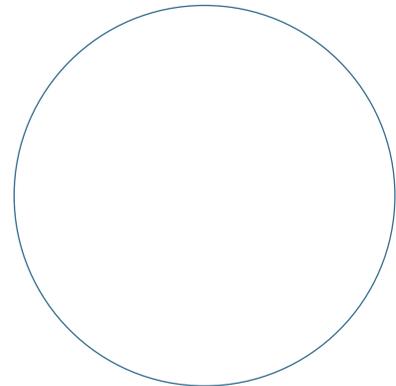
Type: _____



Type: _____



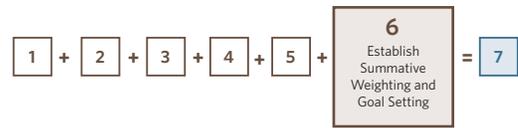
Type: _____



What will the sum total of all of this information be used for? (Check all that apply)

- Summative Evaluation
- Commendation
- Professional Development
- Other _____

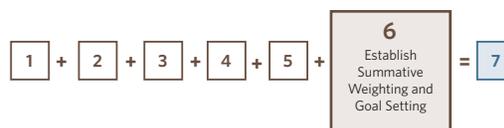
ARE THERE POTENTIAL BARRIERS TO THE WEIGHTING SYSTEM YOU HAVE SELECTED?



This final stage helps articulate the weighting of the evaluation components, and also provides a sample worksheet to begin a goal setting process with a building leader.

Principal Goal Setting Worksheet

Use this worksheet to establish expectations with a principal for professional growth.



Today's Date: _____

Next Evaluation Date: _____

This final stage helps articulate the weighting of the evaluation components, and also provides a sample worksheet to begin a goal setting process with a building leader.

GOALS	ACTION STEPS	PROGRESS MILESTONES

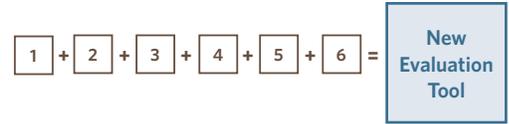
EVALUATOR COMMENTS

PRINCIPAL COMMENTS

- Will coaching be provided? If so, who will be the coach? _____
- How often will coaching take place? _____
- What materials/artifacts are recommended for coaching sessions? _____

Evaluation Summary Worksheet: Principal Practice

DISTRICT: _____



When all the steps have been completed, your district will have all the major steps well underway for creating a robust principal evaluation system.

WHAT	WHO	WHEN	READINESS	OVERALL WEIGHT
<i>Measurement Approach</i>	<i>Who needs to be involved? What will their roles be? (e.g., superintendent)</i>	<i>By when will this happen? How frequently will it take place?</i>	<i>What are the potential challenges or barriers you face in implementing this?</i>	<i>What weight will it carry in the overall evaluation? (Provide a percentage)</i>

Subtotal _____

Evaluation Summary Worksheet: Student Achievement

DISTRICT: _____



When all the steps have been completed, your district will have all the major steps well underway for creating a robust principal evaluation system.

WHAT	WHO	WHEN	READINESS	OVERALL WEIGHT
<i>Measurement Approach</i>	<i>Who needs to be involved? What will their roles be? (e.g., superintendent)</i>	<i>By when will this happen? How frequently will it take place?</i>	<i>What are the potential challenges or barriers you face in implementing this?</i>	<i>What weight will it carry in the overall evaluation? (Provide a percentage)</i>

Subtotal _____

Total _____

ABOUT US

The District Management Council

The District Management Council actively engages with its member districts on these and other management-related topics by helping develop and implement relevant strategies and tactics. DMC is a member-driven organization and will continue to research and deliver management insights on an ongoing basis. To learn more about how DMC membership can advance your district's agenda, please contact us at 877.DMC.3500 or by email.

Nicholas P. Morgan, Managing Director, nmorgan@dmccouncil.org

The District Management Council website: www.dmccouncil.org