

Measuring Principal Effectiveness

PACTA Presentation – July 25



07/25/13 DRAFT

Principal Effectiveness

Why Important and Why Now?

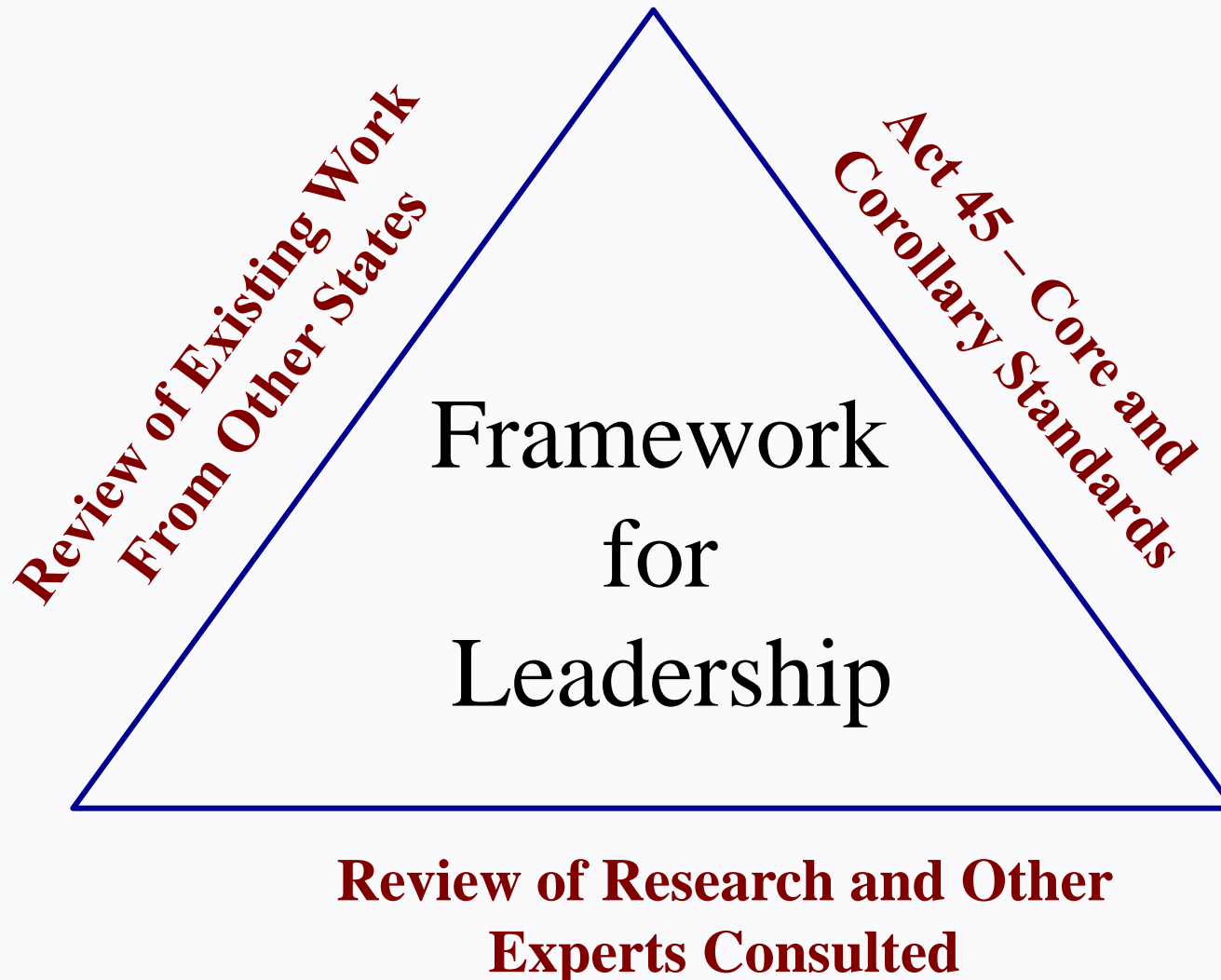
- Effective school leadership has an impact on developing a culture focused on student achievement. As noted in the Wallace Foundation report: “The School Principal as Leader”:
 - “They [principals] have to be leaders of learning who can develop a team to deliver effective instruction.”
- Given Act 82, we are able to develop a **Framework for Leadership** in tandem with the deployment of the Danielson Framework for Teaching.

Principal Effectiveness

Why Important and Why Now? (continued)

- Focusing on leadership and teaching frameworks concurrently enables schools more opportunities to enhance student achievement and promote collaboration.
- As the Commonwealth continues its work with the establishment of universal effectiveness frameworks, it is essential that building and system leaders have initial and on-going training to guarantee sustainability and reliability.

Developing a Framework: Our Journey



Developing a Framework: Our Journey

Review of Existing Work From Other States / Act 45 – Core and Corollary Standards

- Reviewed existing state models from North Carolina, Delaware, Washington, Tennessee, Kentucky and Colorado.
- Analyzed elements of the various models from the following perspectives:
 - The nine PA School Leadership Standards; Specifically the Core & Corollary Leadership Standards as mandated by Act 45 of 2007.
 - The leader's role in improving student achievement.
 - The desire for measureable and constructive feedback to staff.

Developing a Framework: Our Journey

Review of Research and Other Experts Consulted

Research

- Measures of Effective Teaching (MET)
- RAND Corporation Report: “First Year Principals in Urban School Districts”
- Wallace Foundation Report: “The School Principal as Leader”
- April 2010 Policy Brief, Center for Analysis of Longitudinal Data in Education Research (CALDER)

Experts

- Mid-Atlantic Regional Education Lab (REL)
- Mathematica
- Technical Advisory Committee (TAC)
- American Institute of Research (AIR) – Matt Clifford
- Stakeholders (superintendents and principals) representing LEAs of various sizes and locations throughout the Commonwealth.

Developing a Framework: Our Journey

Conducting Pilot Phases

Various phases have been implemented to pilot the Framework for Leadership and additional supporting materials. Obtaining direct feedback from the field during each of these phases has been a critical piece.

- Phase I (2011 – 12)
 - Feedback from a mini pilot indicated the need to develop a more robust framework and provide supporting resources.

Developing a Framework: Our Journey

Conducting Pilot Phases (continued)

- Phase II (2012 – 13)
 - Included 194 LEAs (districts, career and technical centers, charter schools).
 - 1,982 principals participated.
 - Surveys used to obtain qualitative feedback to inform Phase III (process, structure of Framework, resources, etc.).
 - Quantitative research is being conducted by Mathematica (through the Mid-Atlantic REL) to validate the Framework for Leadership.

Developing a Framework: Our Journey

Conducting Pilot Phases (continued)

- Phase III (2013 – 14)
 - Feedback from Phase II participants has resulted in the following enhancements being implemented for Phase III:
 - Inclusion of a new component 2g to the Framework for Leadership: Ensures a High Quality, High Performing Staff.
 - Updates to documents that outline Types of Evidence that can be used to inform the process.
 - Creation of a Connectedness document provides a focus on the relationship between the Framework for Leadership and the Danielson Framework for Teaching.
 - Creation of documents that include Possible Guiding Questions for strategic discussions among various stakeholders.
 - Updated process for implementation of Phase III.

Framework for Leadership

Incorporating Act 82 of 2012

- Within Act 82, new requirements for Educator Effectiveness have been defined for teachers, principals, and education specialists. Specific to the principal are the evaluation categories of *Planning and Preparation, School Environment, Delivery of Service, and Professional Development*.
- Utilizing the expertise previously identified, a Framework for Leadership was developed with a defined domain and component structure. An alignment of this framework structure to the Act 82 legislated categories was completed.

Framework for Leadership

Alignment with Act 82

Domain	Component	Alignment with Legislative Categories
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<ul style="list-style-type: none"> Planning and Preparation
	1b: Uses Data for Informed Decision Making	<ul style="list-style-type: none"> Planning and Preparation
	1c: Builds a Collaborative and Empowering Work Environment	<ul style="list-style-type: none"> School Environment Delivery of Service
	1d: Leads Change Efforts for Continuous Improvement	<ul style="list-style-type: none"> Planning and Preparation School Environment
	1e: Celebrates Accomplishments and Acknowledges Failures	<ul style="list-style-type: none"> School Environment Delivery of Service
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<ul style="list-style-type: none"> Planning and Preparation Delivery of Service
	2b: Ensures School Safety	<ul style="list-style-type: none"> Planning and Preparation School Environment Delivery of Service
	2c: Complies with Federal, State, and IEA Mandates	<ul style="list-style-type: none"> Planning and Preparation

Framework for Leadership

Domains

- The Framework for Leadership establishes a set of four leadership domains:
 - Domain 1: Strategic/Cultural Leadership
 - Domain 2: Systems Leadership
 - Domain 3: Leadership for Learning
 - Domain 4: Professional and Community Leadership
- The Framework for Leadership contains specific components (with corresponding descriptors) to be included in each of the four domains.

Domain 1: Strategic/Cultural Leadership

With Components

Domain Descriptor: The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.

Components Included in Domain:

- Creates an Organizational Vision, Mission, and Strategic Goals
- Uses Data for Informed Decision Making
- Builds a Collaborative and Empowering Work Environment
- Leads Change Efforts for Continuous Improvement
- Celebrates Accomplishments and Acknowledges Failures

Measuring Principal Effectiveness

RUBRIC ASSESSMENT

Date: _____

Principal Self-Assessment

Evaluator Assessment

Domain 1: Strategic/Cultural Leadership

The school leader will systematically and collaboratively develop a positive culture to promote continuous student growth and staff development. The leader articulates and models a clear vision of the school's culture that involves students, families, and staff.



Component	Failing	Needs Improvement	Proficient	Distinguished
<p><i>Ia: Creates an Organizational Vision, Mission, and Strategic Goals:</i></p> <p>The school leader plans strategically and creates an organizational vision, mission, and goals around personalized student success that is aligned to LEA goals.</p>	<p>Fails to satisfy the component as defined.</p> <p>Fails to develop a school wide vision, mission, or strategic goals.</p> <p>Fails to demonstrate the involvement of staff and stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.</p>	<p>Develops school wide vision, mission, and strategic goals based on his/her own individual beliefs regarding future needs of student performance, with limited evidence of stakeholder involvement.</p>	<p>Implements a process that includes stakeholders for developing a shared vision and strategic goals for student achievement that results in rigor and relevance for students and staff.</p> <p>Maintains a focus on the vision and strategic goals throughout the school year.</p> <p>Ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.</p>	<p>... and</p> <p>Designs, initiates, and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals.</p> <p>Systematically ensures that the school's vision, mission, values, beliefs and goals drive decisions that positively influence the culture of the school.</p>

Domain 2: Systems Leadership

With Components

Domain Descriptor: The school leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must efficiently, effectively, and safely manage the building to foster staff accountability and student achievement.

Components Included in Domain:

- Leverages Human and Financial Resources
- Ensures School Safety
- Complies with Federal, State, and LEA Mandates
- Establishes and Implements Expectations for Students and Staff
- Communicates Effectively and Strategically
- Manages Conflict Constructively
- Ensures a High Quality, High Performing Staff (added for Phase III)

Domain 3: Leadership for Learning

With Components

Domain Descriptor: The school leader assures a Standards Aligned System is in place to address the linkage of curriculum, instruction, assessment, and data on student learning and teacher effectiveness based on research and best practices.

Components Included in Domain:

- Leads School Improvement Initiatives
- Aligns Curricula, Instruction, and Assessments
- Implements High Quality Instruction
- Sets High Expectations for All Students
- Maximizes Instructional Time

Domain 4: Professional and Community Leadership *With Components*

Domain Descriptor: The school leader promotes the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness and in an ethical manner.

Components Included in Domain:

- Maximizes Parent and Community Involvement and Outreach
- Shows Professionalism
- Supports Professional Growth

Types of Evidence

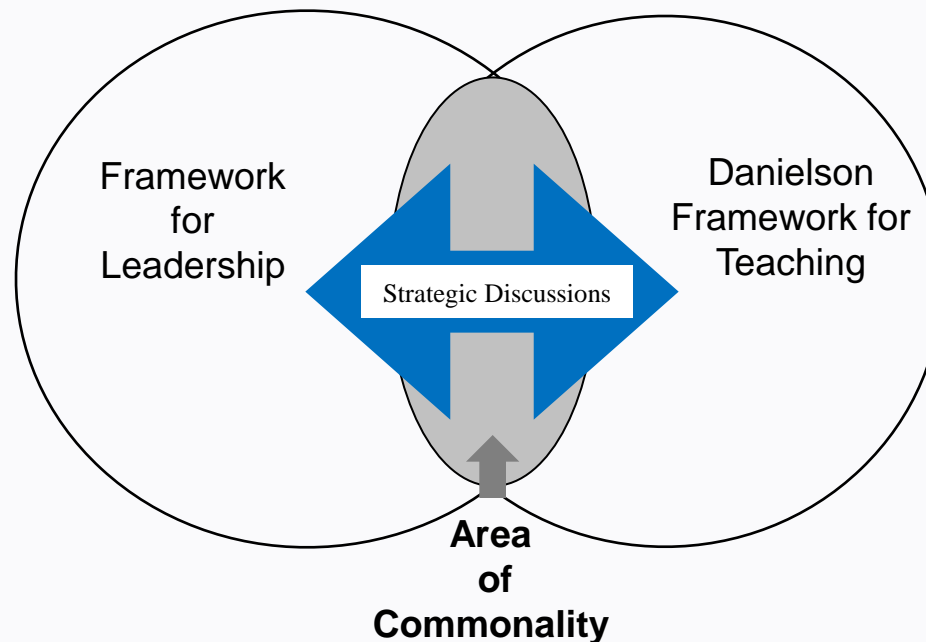
Used to Support the Framework

- Types of Evidence documents have been developed:
 - **Principals** → For each of the components within the Framework for Leadership, possible sources of evidence have been identified.
 - Evidence is provided as examples that LEAs can choose to bring to formative and summative evaluation sessions. NOT intended to be a “checklist.”
 - **CTC Directors** → A need existed to address the specific needs of CTCs, hence an expanded version of the Types of Evidence document was created.
- **Supervisors** → Work will be starting to address the needs of other supervisors in unique roles/functions (such as special education supervisors).

Connectedness

Between the Leadership and Danielson Frameworks

- There is a broad connection between the Framework for Leadership (principal) and the Danielson Framework (teacher) that warrants close inspection. Although the differences are obvious in that they apply to different positions in the educational system, they have imperative systemic goals in common. The visual below illustrates this connectedness:



Connectedness

Between the Leadership and Danielson Frameworks (continued)

- The two overlapping circles of principal and teacher effectiveness create an area of commonality. This area of commonality requires alignment of goals, effort and resources in a system that is student-centered. In the list below, *eight essential factors* contribute to this area of commonality:
 - Vision
 - Common Standards
 - High Expectations for All
 - Instruction
 - Assessment
 - Collaboration
 - Safety and Security
 - Professionalism

Possible Guiding Questions

To Help Inform the Process

- To ensure that principal and teacher effectiveness remain connected; highly strategic discussions regarding the seven essential factors must occur among all partners.
- Two *Possible Guiding Questions* documents have been created to help inform both the vertical and horizontal discussions that should occur within the evaluative process for teachers and principals. More specifically these documents include...
 - Strategic Discussions Between Supervising Administrators and Principals.
 - Strategic Discussions Between Principals and Teachers.
- *Opportunity exists to include CTC specific guiding questions.*

Process for Principal Effectiveness

Phase III - 2013-14 School Year

The steps outlined below are intended to incorporate current LEA principal evaluation processes and enrich them with the Framework for Leadership. In addition, an LEAs comprehensive plan can be blended with the Framework for Leadership to attain principal effectiveness.

Steps for Supervising Administrators (those conducting evaluations)...

1. Complete training offered by your Intermediate Unit during Fall 2013.
2. Review your current LEA evaluation process and incorporate the Framework for Leadership, Types of Evidence, and Possible Guiding Questions/Connectedness documents into your process.

Process for Principal Effectiveness

Phase III - 2013-14 School Year (continued)

Steps for Supervising Administrators (those conducting evaluations)...

3. The principal/assistant principal (person being evaluated) completes a self-assessment by highlighting areas within the Framework for Leadership that are to be of focus for the year. You as the supervising administrator should also complete an independent assessment of the areas you feel should be of focus for the principal/assistant principal.
4. Using the highlighted Framework for Leadership documents, conduct initial discussions to set agreed upon goals with your principal/assistant principal. Note that the Types of Evidence and Possible Guiding Questions/Connectedness documents are available to help frame the conversations. Such discussions may also help drive the creation of SLOs for principals.

Process for Principal Effectiveness

Phase III - 2013-14 School Year (continued)

Steps for Supervising Administrators (those conducting evaluations)...

5. Map out an agreed upon observation schedule and types of evidence to be collected throughout the year by you and the principal/assistant principal for each component that align to the goals. A minimum of 2 components from each domain must be completed; however, you are encouraged to include additional components if there will be evidence to support the additional components. Indicate “N/A” for those components not applicable.
6. Meet midway through the year to discuss progress. Provide written and/or oral feedback. Adjust goals, strategies and/or components, if needed, based on data and feedback. Again the Types of Evidence and Possible Guiding Questions/Connectedness documents are available to help frame the conversations.

Process for Principal Effectiveness

Phase III - 2013-14 School Year (continued)

Steps for Supervising Administrators (those conducting evaluations)...

7. The principal/assistant principal completes an End of Year (EOY) self-assessment by highlighting areas within the defined performance levels of Framework for Leadership and provides accompanying evidence to support these performance levels. You should also complete an independent EOY assessment with evidence you collected relative to the principal's/assistant principal's performance.
8. Conduct an End of Year (EOY) meeting with the principal/assistant principal to compare your assessment with the principal/assistant principal's self-assessment to determine the final evaluation ratings. Again the Types of Evidence and Possible Guiding Questions/ Connectedness documents are available to help frame the conversations.

Data Requirements for Phase III

2013-14 School Year

- Quantitative Research → Supervising Administrators will submit ratings for components evaluated (minimum of 2 components per domain).
 - Data is submitted to researchers.- NOT PDE.
 - PDE only receives aggregate results from the researchers (no individualized results).
 - Supporting evidence and/or other documentation used to inform the evaluation process should NOT be submitted (local use only).
- Qualitative Research → A survey will be sent after Phase III to obtain feedback on process and supporting resources (to be reviewed by the principal leadership team).

Multiple Measures

Principal Effectiveness Ratings as Defined in Act 82

- For the overall principal effectiveness rating for **Comprehensive CTCs** we know that...
 - 50% will comprise the practice piece (Framework for Leadership).
 - 15% will be derived by the School Performance Profile.
 - 15% will be determined by a relationship between teacher PVAAS scores and teacher Danielson ratings (for those teachers with eligible PVAAS scores).
 - 20% will be developed using a wide range of indicators (Elective Data – SLOs for principals).

Measuring Educator Effectiveness

Tom Corbett, Governor • William E. Harner, Acting Secretary of Education

www.education.state.pa.us

Principal Effectiveness System in Act 82 of 2012 *Effective 2014-2015 SY - Comprehensive CTCs*

Observation/ Evidence

Framework for Leadership Domains

1. Strategic/Cultural Leadership
2. Systems Leadership
3. Leadership for Learning
4. Professional and Community Leadership

Building Level Data/School Performance Profile

Indicators of Academic Achievement

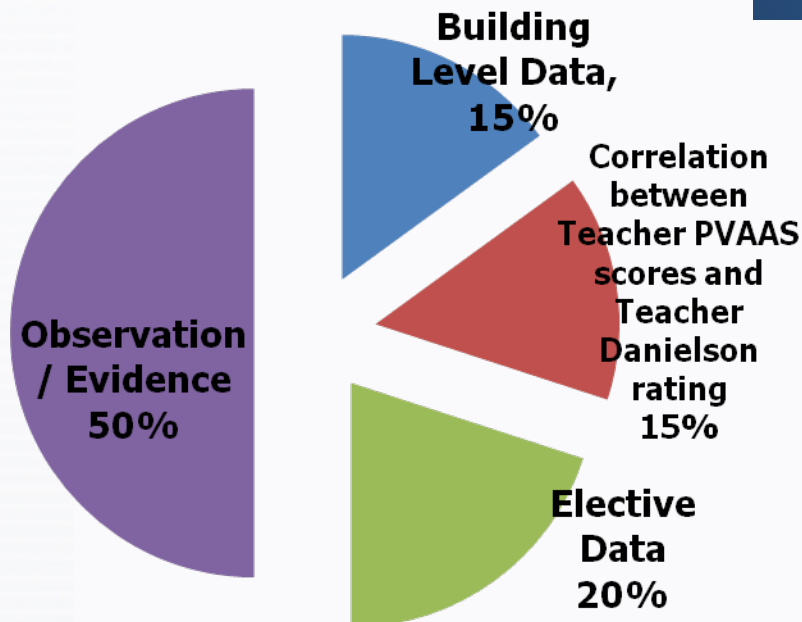
Indicators of Closing the Achievement Gap, All Students

Indicators of Closing the Achievement Gap, Subgroups

Academic Growth PVAAS

Other Academic Indicators

Credit for Advanced Achievement



Correlation/Relationship based on Teacher Level Measures
PVAAS

Elective Data/SLOs

District Designed Measures and Examinations

Nationally Recognized Standardized Tests

Industry Certification Examinations

Student Projects Pursuant to Local Requirements

Student Portfolios Pursuant to Local Requirements

Multiple Measures

Principal Effectiveness Ratings as Defined in Act 82

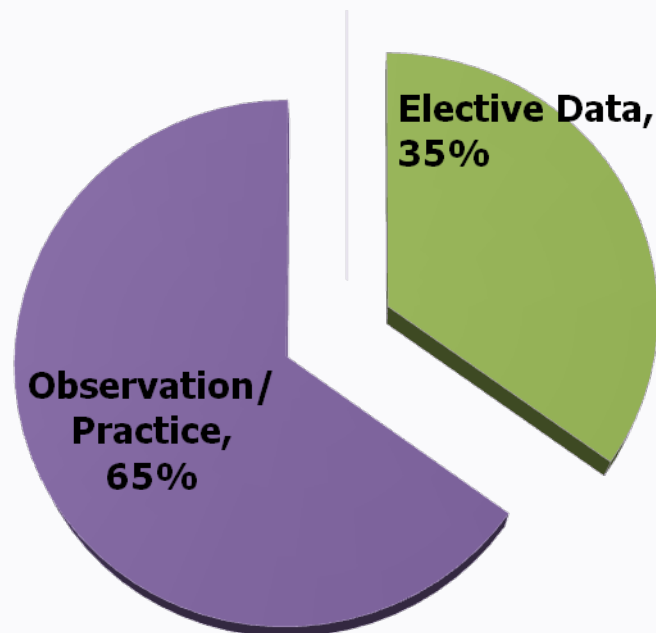
- For the overall principal effectiveness rating for **Part Time CTCs** we know that...
 - 65% will comprise the practice piece (Framework for Leadership).
 - 35% will be developed using a wide range of indicators (Elective Data – SLOs for principals).

Principal Effectiveness System in Act 82 of 2012 *Effective 2014-2015 SY - Part Time CTCs*

Observation/ Evidence

Framework for Leadership Domains

1. Strategic/Cultural Leadership
2. Systems Leadership
3. Leadership for Learning
4. Professional and Community Leadership



Elective Data/SLOs

District Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements

Rating Tool

Starting in the 2014-15 School Year

- A rating tool will be developed that incorporates all aspects of the Principal Effectiveness System such that a final rating for a principal can be determined.
- Final ratings and all supporting evidence/documentation for individuals will be kept at the local level. Only aggregate ratings information will be submitted to PDE.
- The rating tool will reflect a similar design as the one developed for teacher evaluation.

Alignment with PIL

Possible Approaches

- Following the completion of initial training on the Danielson Framework for Teaching and certification for inter-rater reliability, principals will receive reinforcement of these concepts within the PIL program.
- Incorporate teacher evaluation information into NISL Course 1 (part of Principal Induction).
 - Currently PIL Induction participants must complete an Administrative Leadership Project (ALP).
 - As the ALP must be focused on improving student achievement, we would require that participants connect their individual ALP back to a specific domains in the evaluation tool.
 - Potential of creating a Professional Learning Community for the participants through SAS.

Alignment with PIL

Possible Approaches

- Incorporate training on the Framework for Leadership into Course 1, Unit 3 (Principal Induction) where participants must focus on the elements of Standards-Based Instructional Systems, as found on SAS.
- Incorporate training on the Framework for Leadership into Course 1, Unit 4 (Principal Induction) where participants could actually focus on the use of the framework in each of the domains.
- PACTA has been approved to offer CTC-specific PIL courses for Educator Effectiveness.

Principal Effectiveness Instrument

Alignment with Act 82 and PIL Program

Domain	Component	Alignment with Legislative Categories	Alignment with the Pennsylvania Inspired Leadership (PIL) Program
Domain 1: Strategic/Cultural Leadership	1a: Creates an Organizational Vision, Mission, and Strategic Goals	<ul style="list-style-type: none"> Planning and Preparation 	<ul style="list-style-type: none"> Core Standards 1,3 Corollary Standard 3
	1b: Uses Data for Informed Decision Making	<ul style="list-style-type: none"> Planning and Preparation 	<ul style="list-style-type: none"> Core Standard 3 Corollary Standards 3, 6
	1c: Builds a Collaborative and Empowering Work Environment	<ul style="list-style-type: none"> School Environment Delivery of Service 	<ul style="list-style-type: none"> Corollary Standards 3, 6
	1d: Leads Change Efforts for Continuous Improvement	<ul style="list-style-type: none"> Planning and Preparation School Environment 	<ul style="list-style-type: none"> Core Standard 1 Corollary Standards 1,2
	1e: Celebrates Accomplishments and Acknowledges Failures	<ul style="list-style-type: none"> School Environment Delivery of Service 	<ul style="list-style-type: none"> Corollary Standard 1
Domain 2: Systems Leadership	2a: Leverages Human and Financial Resources	<ul style="list-style-type: none"> Planning and Preparation Delivery of Service 	<ul style="list-style-type: none"> Corollary Standards 2,3, 4
	2b: Ensures School Safety	<ul style="list-style-type: none"> Planning and Preparation School Environment Delivery of Service 	<ul style="list-style-type: none"> Core Standard 3 Corollary Standards 2, 3
	2c: Complies with Federal, State, and LEA Mandates	<ul style="list-style-type: none"> Planning and Preparation 	<ul style="list-style-type: none"> Corollary Standard 2
	2d: Establishes and Implements Expectations for Students and Staff	<ul style="list-style-type: none"> School Environment 	<ul style="list-style-type: none"> Corollary Standard 3
	2e: Communicates Effectively and Strategically	<ul style="list-style-type: none"> Planning and Preparation School Environment 	<ul style="list-style-type: none"> Core Standard 1 Corollary Standard 3
	2f: Manages Conflict Constructively	<ul style="list-style-type: none"> School Environment 	<ul style="list-style-type: none"> Corollary Standards 2, 3, 4
	2g: Ensures a High Quality, High Performing Staff	<ul style="list-style-type: none"> Planning and Preparation 	<ul style="list-style-type: none"> Corollary Standards 2,3, 4

A Look Ahead...

Additional Work to be Completed

- Providing Professional Development modules for inclusion on SAS.
- Developing train-the-trainer programs that will provide principals with a global perspective on SLOs and how they can be used collectively by the staff in promoting student achievement.
- Looking at developing cohorts for principals in priority & focus schools:
 - Cohorts would participate in specialized in-service opportunities offered through PIL program.
 - Programs would address achievement and barriers within the current delivery system.

PDE Workgroup

Next Steps: Timeline - update

- Dialogue with Stakeholders: **Ongoing**
- Train-the-Trainer (Refresher Training) for IUs: **July 23**
- IUs deliver regional turn-around training for central office administrators and principals: **August 2013 – November 2013**
- Offer principal effectiveness sessions at SAS Institute: **December 8 - 11, 2013**
- Deploy Phase III of Principal Effectiveness Project: **November 2013 – June 2014**



The mission of the Pennsylvania Department of Education is to lead and serve the educational community, to enable each individual to grow into an inspired, productive, fulfilled lifelong learner.