Designing Principal Evaluation Systems: 
Research to Guide Decision-Making

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Introduce Yourselves via Poll

Poll Question 1: Please let us know who you are.
A. District superintendent
B. Principal
C. NAESP or NASSP state representative
D. State Education Agency staff
E. Other state-level representative
Renewed Focus on Principal Performance Evaluation

- Education Waivers
- Race to the Top and other federal initiatives
- State Policy Design
- No Child Left Behind

Renewed Focus on Principal Performance Evaluation

Poll Question 2: When will you be implementing a new principal evaluation system in your district or state?

A. Within the next 6 months
B. Within the next year
C. Between 1 and 2 years
D. Two or more years
E. Don’t know.
Why Principals Matter: According to Numbers

- 90,000 public school principals
- 98,706 public schools
- 3 million public school teachers
- 55 million PK-12 public school students
Why Principals Matter: According to the Research

Clifford, Sherratt & Fetters, 2012
Principal Evaluation: Current Practice

American Institutes for Research, 2012  www.educatortalent.org
Principal Evaluation: Current Practice

- Research provides little evidence that principal evaluation has impact.
- Principals view evaluation as having little influence on their work.
- Principals are held accountable to outcomes that they do not directly control and that provide little guidance on how to improve their work.
- Performance assessments are:
  - Inconsistently administered;
  - Not always aligned with professional standards or standards for personnel evaluation;
  - May not use instruments lacking adequate evidence and testing; and
  - Not practical for evaluators or principals

Clifford & Ross, 2011; Davis, et al., 2011; Orr, 2011; Goldring, et al., 2008
Rethinking Principal Evaluation: Guidelines for Better Practice

Background on the publication

Collaborative effort between NAESP and NASSP

Engaged highly experienced principals from across the United States with researchers
Rethinking Principal Evaluation: Guidelines for Better Practice

The Six Domains

- Professional growth and learning,
- Student growth and achievement,
- School planning and progress,
- School culture,
- Professional qualities and instructional leadership, and
- Stakeholder support and engagement.
Domain 1: Professional Growth and Learning

Professional growth plan

Measure the application of learning

Where to go for more information:
- NAESP
- NASSP
- Wallace Foundation
Domain 2: Student growth and learning

Multiple outcomes measures
- State test results
- District test results
- Student learning objectives accomplishment
- Level-appropriate measures (e.g. graduation rates).

Where to go for more information:
- Ohio principal evaluation
- Indiana principal evaluation
- Rhode Island principal evaluation
- Wisconsin principal evaluation
Domain 3: School planning and progress

School improvement plan objectives
• School-developed
• Aligned with district improvement plan
• Aligned with federal initiatives (as applicable)
• Peer or district reviewed
Domain 4: School culture

Survey-based measures
• Student surveys
• Staff surveys

School audits

School walkthroughs

Where to go for more information:
http://www.air.org/files/school_climate2.pdf
Rethinking Principal Evaluation: Guidelines for Better Practice

Domain 5: Professional qualities and practice

Staff surveys

Principal observations

Artifact review

Where to go for more information:

• Hillsborough County School District
• Round Rock School District
• [www.educatortalent.org](http://www.educatortalent.org)
• [www.niet.org](http://www.niet.org)
Domain 6: Stakeholder support and engagement

- Parent surveys
- Community provider surveys
- Artifact review
Rethinking Principal Evaluation: What this means for next generation evaluations

Local principal evaluation design

Focus on feedback quality

Creating a rational, feasible process

Rethinking principal supervision and support

Raising individual accountability for outcomes attainment and practice development

Developing stronger professional learning opportunities and human capital systems

Advancing data systems
Contact Information

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Educator Talent Management: www.educatortalent.org
American Institutes for Research: www.air.org
NAESP: www.naesp.org
NASSP: www.nassp.org
Resources

- Center for Educator Compensation Reform: //www.cecr.ed.gov/


• Wallace papers: www.wallacefoundation.org