ACCELERATING SCHOOL LEADERSHIP:
Field-Tested Performance Tools for Principal Supervisors and Coaches

Content provided by AIR
Accelerating School Leadership:
Field-tested performance tools for principal supervisors and coaches

Matthew Clifford, American Institutes for Research
Gail Connelly, National Association of Elementary School Principals
April 24, 2014
American Institutes for Research

American Institutes for Research (AIR) is a not-for-profit organization engaged in research, development, evaluation, and analysis in the behavioral and social sciences.

AIR’s Performance Management Advantage transform educator evaluation systems through smart design and practical tools. We have research-based approaches for:

• Evaluating principals
• Supporting principal supervisors through coaching

Refer to our website (www.educatortalent.org).
NAESP leads in the advocacy and support for elementary and middle school principals in the United States and internationally. NAESP supports principals as the primary catalysts for creating lasting foundations for learning through policy development, advocacy, professional development programs, and resources for effective instructional leadership. Key focus areas include pre-K-3 education, school safety, technology and digital learning, and advancing capacity-building educator evaluation systems. For more information about NAESP, please visit www.naesp.org.
Presentation Overview

- The Need for School Leadership
- Accelerators: Evaluation and Professional Learning
- Creating Lasting Change: What We Are Learning
The Need for Leadership:
National Policies and Trends

- **Research on learning:** Teaching and leading imperative
- **Research on learning:** Social and emotional learning
- **New policy:** Ambitious new learning standards in states
- **New policy:** New teacher evaluation policies
The Need for Leadership: Principals Matter

- Leadership is the second most influential school-level factor in student learning, after classroom teaching.
- Teachers attribute their choices to join or leave a school to their relationship with principals.
- Teachers’ capacity to use ambitious instructional approaches partly depends on principals.
- Principals set the tone for an agile, improving school culture.
The Accelerators: Evaluation and Professional Development

Performance Evaluation + Professional Development = Accelerated School Leadership
The Accelerators: Evaluation and Professional Development

Practice Measures + Results Measures + Feedback = Performance Evaluation
The Accelerators: Evaluation and Professional Development

Principal Pipeline Evaluation and Development

- Teacher Leadership
- Assistant Principal
- Principal Candidate
- Preservice
- Hiring
- Performance Assessment
- Master Principal
The Accelerators: Evaluation and Professional Development

“Principal evaluation must accelerate from 0 to 100 miles an hour. Unlike teacher evaluation, states and districts have little experience systematically evaluating principals.”

–Master principal

50 states + 2 territories with new principal evaluation policies

Sources: Center on Great Teachers and Leaders, 2013; NAESP & NASSP, 2012
The Accelerators: Evaluation and Professional Development

What Principals Want

- Useful
- Created by and for principals
- Flexible and relevant
- Accurate multiple measures
- Part of a support system

Available at naesp.org and nassp.org
The Accelerators: Challenges We Face

States and districts experience the following challenges:

- Developing a framework that reflects research, standards, and contexts
- Identifying and aligning measures
  - The principal-as-teacher fallacy
  - The principal-as-school fallacy
  - Status of measures development
- Assuring accuracy through supervisor and coach training
- Creating conditions for lasting change
Creating Lasting Change: What We Are Learning

We transform principal evaluation systems:
- Rural and suburban schools
- Strong, local control
- Not Race-to-the-Top states
- Principal associations

For more information, visit www.educatortalent.org.
The **Implementation Path** is a six-step process that engages principals, superintendents, state education agencies, and others with the best research and practice on evaluation.

**What’s Critical to Success**

- Principal and educator ownership
- System advances principal learning
- Evaluation is replicable
Creating Lasting Change: Design Matters

The Implementation Path’s Six-Steps

- Prepare and Engage
- Develop and Share Vision and Plans
- Select and Customize Tools
- Launch and Implement Systems
- Assess and Advance Culture Change
- Integrate Talent Management Systems
Creating Lasting Change: Framework is the Backbone

Sources: Clifford, Behrstock-Sherratt, and Fetters (2012); Clifford and Ross (2012)
Creating Lasting Change: Framework is the Backbone

*Five Dimensions Framework of Focused Leadership* is the backbone for principal evaluation systems.

What’s Critical to Success

- Aligns with state and national professional standards
- Adapts to educational priorities and histories
- Describes levels of performance for all principals
- Fosters self-reflection, assessment, and learning
- Addresses the breadth of learning standards, including social-emotional learning and new academic standards
Creating Lasting Change: Framework is the Backbone

_Five Dimensions Framework of Focused Leadership_

- Dimension 1: Build shared purpose
- Dimension 2: Focus on learning
- Dimension 3: Manage organizational systems
- Dimension 4: Collaborate with community
- Dimension 5: Lead with integrity
We design practice and results measures to provide a holistic picture of principal performance.

| Practice Measures | Observations  
|                   | 360-degree survey  
|                   | Artifact review  
|                   | Professional growth plan  
| Results Measures  | School improvement plan  
|                   | Culture or distributed leadership survey  
|                   | Student learning gains  
|                   | Student learning objective attainment  

Creating Lasting Change: Multiple Measures and Training

- Our observation tools and training support supervisors and coaches in accurate observations of critical leadership practices.
  - Instructional feedback observation tool
  - Leading data discussions tool
  - Conducting instructional rounds tool

- Our three trainings and coaching support observation accuracy and efficiency.
Creating Lasting Change: Measures and Training

*Instructional Feedback Observation* tool supports principals as teacher evaluators and focuses on the quality of teacher feedback.

- Prepare
- Collect
- Analyze
- Discuss
- Rate and Integrate
Creating Lasting Change: Take a Systems Approach

Talent management is a system that supports principal pipeline development.

We work with clients to ensure that evaluation information informs key decisions at the individual and systems level.
The Accelerators: What We Are Learning

- Design matters for building ownership, trust, and relevance
- The framework is the backbone, and it must be flexible and strong
- Multiple measures and training support better use, accuracy, and feedback
- Taking a systems approach builds coherence among partners and better pipeline support
The Accelerators: What We Are Learning

- Responding to Your Questions and Comments
Our Contact Information

Matthew Clifford, Ph.D.
American Institutes for Research
630-689-8017
mclifford@air.org
20 North Wacker Drive, Suite 1231
Chicago, IL 60606-2901

Gail Connelly, Executive Director
National Association of Elementary School Principals
www.naesp.org
1615 Duke Street
Alexandria, VA 22314

NAESP also administers
the National Principals Resource Center
and the American Student Council Association.

www.air.org
www.educatortalent.org
Resources


Resources


Resources


Resources


