



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

Models for Evaluating Teacher/Leader Effectiveness

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National Comprehensive Center for Teacher Quality (the TQ Center)

- A federally-funded partnership whose mission is to help states carry out the teacher quality mandates of ESEA
- Vanderbilt University
- Learning Point Associates (affiliate of American Institutes of Research)
- Educational Testing Service

The goal of teacher evaluation

*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

Trends in teacher evaluation

- **Policy is way ahead of the research in teacher evaluation measures and models**
 - Though we don't yet know which model and combination of measures will identify effective teachers, many states and districts are compelled to move forward at a rapid pace
- **Inclusion of student achievement growth data represents a huge “culture shift” in evaluation**
 - Communication and teacher/administrator participation and buy-in are crucial to ensure change
- **Focus on models and measures that may help districts/schools/teachers improve performance**
 - *The ultimate goal of evaluation should be to improve teaching and learning*

Teacher evaluation

TEACHER CLASSROOM EVALUATION CHECKLIST (LONG FORM)

Note to Evaluator: This instrument is designed for a 45 minute or longer classroom evaluation visit. If less time is allocated for the evaluation, abbreviate the instrument by focusing on selected items of your choosing or use the Intermediate or Short Form of this instrument. Familiarize yourself with this instrument prior to the classroom visit.

School _____ Teacher: _____ Date: _____

Subject: _____ Grade: _____ Evaluator: _____

Evaluation # 1 2 3 4 5 (Circle One) Length of Evaluation: _____ minutes

Meeting set with teacher to discuss evaluation: Date _____ Time _____

Was an evaluation conference conducted? YES NO If yes, when? _____

Directions: The following checklist fairly represents the classroom behaviors and activities common to classrooms. Mark an "X" in the column that best represents the behavior observed.

Yes _____ Definitely observed

No _____ Not observed

Uncertain _____ Not sure

Not applicable (N/A) _____ Does not apply to this observation

GENERAL CLASSROOM MANAGEMENT

THE TEACHER:	YES	NO	UNCERTAIN	N/A
Maintains a warm, comfortable learning environment				
Establishes and communicates realistic expectations and well-defined behavioral rules				
Maintains eye contact				
Displays self-confidence and self-control				
Maintains attendance				
Uses rewards with discretion				
Moves around the room				
Students display understanding and cooperation				
Classroom is orderly				
Calls students by name				
Invites students to participate				



When all you have is a hammer, everything looks like a nail.

Research Behind the Push for New Evaluation Measures and Systems

- Value-added research shows that teachers vary greatly in their contributions to student achievement (Rivkin, Hanushek, & Kain, 2005)
- The Widget Effect report (Weisberg et al., 2009) “...examines our pervasive and longstanding failure to recognize and respond to variations in the effectiveness of our teachers.” (from Executive Summary)

Questions to ask about measures of teacher effectiveness

- 1. Rigorous.** Are measures “rigorous,” focused on appropriate subject/grade standards?
Measuring students’ progress towards college and career readiness?
 - 2. Comparable.** Are measures “comparable across classrooms,” ensuring that students are being measured with the same instruments and processes?
 - 3. Growth over time.** Do the measures enable student learning growth to be assessed “between two points in time”?
-

Questions to ask about measures of teacher effectiveness (cont'd)

- 4. Standards-based.** Are the measures focused on assessing growth on important high-quality grade level and subject standards for students?
- 5. Improve teaching.** Does evidence from using the measures contribute to teachers' understanding of their students' needs/progress so that instruction can be planned/adapted in a timely manner to ensure success?

Questions to ask about teacher evaluation models*

- 1. Inclusive (all teachers, subjects, grades).** Do evaluation models allow teachers from all subjects and grades (not just 4-8 math & reading) to be evaluated with evidence of student learning growth according to standards for that subject/grade?
- 2. Professional growth.** Can results from the measures be aligned with professional growth opportunities?

*Models in this case are the state or district systems of teacher evaluation including all of the inputs and decision points (measures, instruments, processes, training, and scoring, etc.) that result in determinations about individual teachers' effectiveness.

Multiple measures of teacher effectiveness

- **Evidence of *growth in student learning and competency***
 - Standardized tests, pre/post tests in untested subjects
 - Student performance (art, music, etc.)
 - Curriculum-based tests given in a standardized manner
 - Classroom-based tests such as DIBELS
- **Evidence of *instructional quality***
 - Classroom observations
 - Lesson plans, assignments, and student work
 - Student surveys such as Harvard's Tripod
 - Evidence binder (next generation of portfolio)
- **Evidence of *professional responsibility***
 - Administrator/supervisor reports
 - Parent surveys

Evaluation Models

- Austin, TX
 - Delaware
 - Georgia
 - Hillsborough, FL
 - New Haven, CT
 - Rhode Island
 - TAP (Teacher Advancement Program)
 - Washington, DC
-

Evaluation System Models

Austin (Student learning objectives with pay-for-performance, group and individual SLOs assess with comprehensive rubric)

<http://archive.austinisd.org/inside/initiatives/compensation/slos.phtml>

Delaware Model (Teacher participation in identifying grade/subject measures which then must be approved by state)

http://www.doe.k12.de.us/csa/dpasii/student_growth/default.shtml

Georgia CLASS Keys (Comprehensive rubric, includes student achievement —see last few pages)

System: http://www.gadoe.org/tss_teacher.aspx

Rubric:

<http://www.gadoe.org/DMGetDocument.aspx/CK%20Standards%2010-18-2010.pdf?>

[p=6CC6799F8C1371F6B59CF81E4ECD54E63F615CF1D9441A92E28BFA2A0AB27E3E&Type=D](http://www.gadoe.org/DMGetDocument.aspx/CK%20Standards%2010-18-2010.pdf?p=6CC6799F8C1371F6B59CF81E4ECD54E63F615CF1D9441A92E28BFA2A0AB27E3E&Type=D)

Hillsborough, Florida (Creating assessments/tests for all subjects)

[http://communication.sdhc.k12.fl.us/empoweringteachers/.....](http://communication.sdhc.k12.fl.us/empoweringteachers/)

Evaluation System Models (cont'd)

New Haven, CT (SLO model with strong teacher development component and matrix scoring; see Teacher Evaluation & Development System)

<http://www.nhps.net/scc/index>

Rhode Island DOE Model (Student learning objectives combined with teacher observations and professionalism)

http://www.ride.ri.gov/assessment/DOCS/Asst.Sups_CurriculumDir.Network/Asnt_Sup_August_24_rev.ppt

Teacher Advancement Program (TAP) (Value-added for tested grades only, no info on other subjects/grades, multiple observations for all teachers)

<http://www.tapsystem.org/>

Washington DC IMPACT Guidebooks (Variation in how groups of teachers are measured—50% standardized tests for some groups, 10% other assessments for non-tested subjects and grades)

[http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+\(Performance+Assessment\)/IMPACT+Guidebooks](http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks)

Austin Independent School District

Student Learning Objectives:

- Teachers determine two SLOs for the semester/year
- One SLO must address all students, other may be targeted
- Use broad array of assessments
- Assess student needs more directly
- Align classroom, campus, and district expectations
- Aligned to state standards/campus improvement plans
- Based on multiple sources of student data
- Assessed with pre and post assessment
- Targets of student growth
- Peer collaboration

Austin Reach Program: Rubric for Determining SLO Rigor (DRAFT)

Student Learning Objective Rigor Rubric

4 Exemplary	3 Proficient	2 Progressing	1 Does not meet standard
<u>Assessment</u> <ul style="list-style-type: none"> Variety of levels of questions (Beginning, Progressing, Proficient, Advanced) At least one very challenging question Sufficient number of items Grade level appropriate Extends and deepens knowledge Measures what is intended 	<u>Assessment</u> <ul style="list-style-type: none"> Variety of levels of questions (Beginning, Progressing, Proficient, Advanced) Sufficient number of items Grade level appropriate Measures what is intended 	<u>Assessment</u> <ul style="list-style-type: none"> Addresses 2 or 3 levels of questions Spread of questions is insufficient Grade level appropriate Mostly measures what is intended 	<u>Assessment</u> <ul style="list-style-type: none"> Addresses only 1 level of questions Insufficient number of questions Not grade level appropriate Does not measure what is intended
<u>Objective</u> <ul style="list-style-type: none"> Reflects a high need Yearlong objective Grade level appropriate Deepens and extends knowledge for all students 	<u>Objective</u> <ul style="list-style-type: none"> Reflects a significant need Yearlong objective Grade level appropriate 	<u>Objective</u> <ul style="list-style-type: none"> Addresses a need Yearlong objective Grade level appropriate 	<u>Objective</u> <ul style="list-style-type: none"> Does not address a need Not a yearlong objective Not grade level appropriate
<u>Growth Target</u> <ul style="list-style-type: none"> Addresses more than 75% of students Substantial growth expected (2 or more years) Students and teachers exceeding expectations 	<u>Growth Target</u> <ul style="list-style-type: none"> Addresses 75% of students (exceptions for sped, small classes, etc) Significant individual growth (at least one year) Pushes students and teachers to exceed typical expectations 	<u>Growth Target</u> <ul style="list-style-type: none"> Addresses fewer than 75% of students Moderate individual growth (less than one year) Students and teachers barely meet expectations 	<u>Growth Target</u> <ul style="list-style-type: none"> Does not address 75% of students Minor individual student growth (less than ½ year) Students and teachers do not meet expectations

Rhode Island DOE Model: Framework for Applying Multiple Measures of Student Learning

Student learning
rating

+

Professional
practice rating

+

Professional
responsibilities
rating

Final
evaluation
rating

The student learning rating is determined by a combination of different sources of evidence of student learning. These sources fall into three categories:

Category 1:
Student growth
on state
standardized
tests (e.g.,
NECAP,
PARCC)

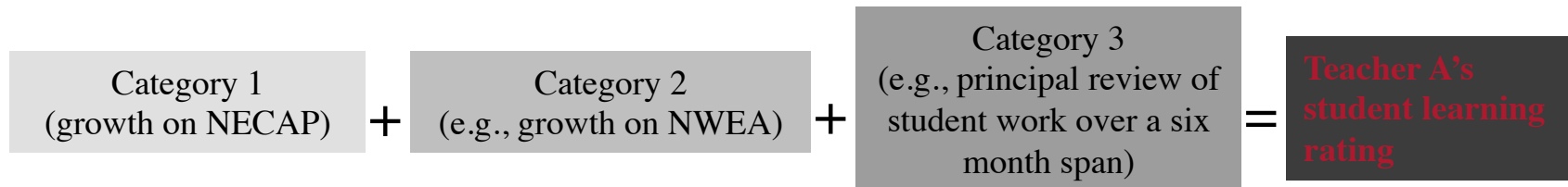
Category 2:
Student growth
on standardized
district-wide tests
(e.g., NWEA, AP
exams,
Stanford-10,
ACCESS, etc.)

Category 3:
Other local
school-,
administrator-,
or teacher-
selected
measures of
student
performance

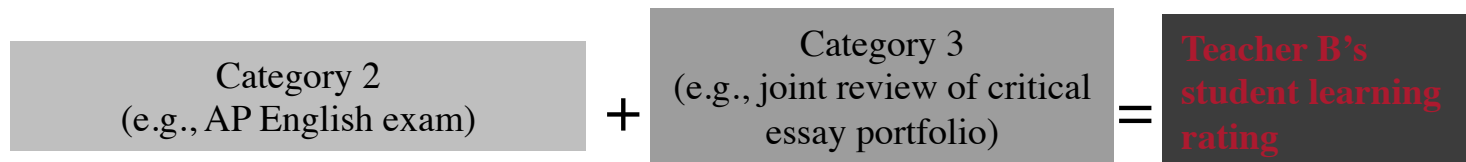
Rhode Island Model: Student Learning Group Guiding Principles

- “Not all teachers’ impact on student learning will be measured by the same mix of assessments, and the mix of assessments used for any given teacher group may vary from year to year.”

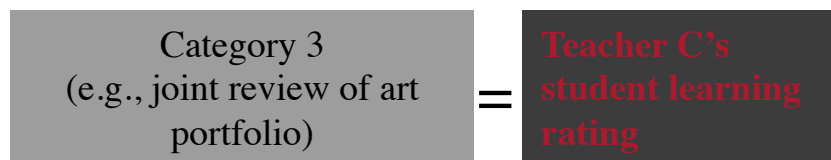
Teacher A (5th grade English)



Teacher B (11th grade English)



Teacher C (middle school art)



This teacher may use several category 3 assessments

New Haven goal-setting process

- Teachers administer formative/diagnostic assessments for each of his/her groups of students prior to the Goal-Setting Conference.
- During the Goal-Setting Conference, teachers set appropriate academic goals for students in collaboration with instructional manager.
- Teachers, in collaboration with their instructional manager, will determine the appropriate number of goals as well as whether or not the goals set are “acceptable” – i.e., aligned to standards, challenging but attainable, measureable, and based on assessment (s) that meet district criteria.
- If teacher and instructional manager are not able to agree on an appropriate set of goals, a third party individual (e.g., a district supervisor) will mediate and, if necessary, act as the final decision-maker.

New Haven Evaluators and support providers

- Instructional managers are responsible for giving final rating
- They may be principals, assistant principals, or “as necessary and appropriate, a designee”
- There are also coaches (instructional and content), lead teachers, and mentors
 - May have no teaching load or reduced load
 - May be itinerant or school-based

New Haven Measures by “group”

Group	Teachers by Subject and Grade	Growth Measures to Be Used in 2010 - 2011	Growth Measures to Be Used in the Long-term
1	General Ed (including Bilingual) (K-3)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • District-wide assessment aligned to guiding principles • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
2	General Ed (including Bilingual) (4-6)	<ul style="list-style-type: none"> • CMT (Reading, Math, Writing) • Teacher and IM selected (1+) 	<ul style="list-style-type: none"> • CMT (Reading, Math, Writing) • District-wide assessment aligned to guiding principles
3	English & Math (7-8)	<ul style="list-style-type: none"> • CMT (Reading, Math, Writing) • Teacher and IM selected (1+) 	<ul style="list-style-type: none"> • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
4	Social Studies, Science, & World Languages (7-8)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • District-wide assessment aligned to guiding principles
5	English, Math, Social Studies, Science, & World Languages (9-12)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
6	Specials/Electives (e.g. Art, PE, Music, Tech Ed) (K-12)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (1+)
7	ESL (K-12)	<ul style="list-style-type: none"> • CMT (Reading, Writing) where appropriate / applicable by grade • Teacher and IM selected (1-2+) 	<ul style="list-style-type: none"> • CMT (Reading, Writing) where applicable by grade • District-wide LA assessment aligned to guiding principles, where appropriate • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
8	Special Education (K-12)	<ul style="list-style-type: none"> • CMT or MAS (Reading, Math, Writing) where appropriate / applicable by grade and student inclusion • Teacher and IM selected, based on IEP (1-2+) 	<ul style="list-style-type: none"> • CMT or MAS (Reading, Math, Writing), where appropriate and applicable by grade • District-wide assessment aligned to guiding principles, where appropriate • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected, based on IEP (as needed)
9	NHFT *not* primary instructors	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • Teacher and IM selected (2+)

New Haven assessment examples

- **Examples of Assessments/Measures**
 - Basic literacy assessments, DRA
 - District benchmark assessments
 - District Connecticut Mastery Test
 - LAS Links (English language proficiency for ELLs)
 - Unit tests from NHPS approved textbooks
 - Off-the-shelf standardized assessments (aligned to standards)
 - Teacher-created assessments (aligned to standards)
 - Portfolios of student work (aligned to standards)
 - AP and International Baccalaureate exams

New Haven “matrix”

		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

“The ratings for the three evaluation components will be synthesized into a final summative rating at the end of each year. Student growth outcomes will play a preponderant role in the synthesis.”

Washington DC IMPACT: Educator Groups

1. General Education Teachers with Individual Value-Added Student Achievement Data
2. General Education Teachers without Individual Value-Added Student Achievement Data
3. Special Education Teachers
 - 3a. Special Education Teachers — Autism Program
4. Non-Itinerant English Language Learner (ELL) Teachers
5. Itinerant English Language Learner (ELL) Teachers
6. Shared Special Subject Teachers
7. Visiting Instruction Service Teachers
8. Student Support Professionals
9. Library Media Specialists
10. Counselors
11. School-Based Social Workers and Psychologists
12. Related Service Providers
13. Special Education Coordinators
14. Program Coordinators & Deans
15. Instructional Coaches
16. Mentor Teachers
17. Educational Aides
18. Office Staff
19. Custodial Staff
20. All Other School-Based Personnel

DC Impact: Score comparison for Groups 1-3

	Group 1 (tested subjects)	Group 2 (non-tested subjects)	Group 3 (special education)
Teacher value-added (based on test scores)	50%	0%	0%
Teacher-assessed student achievement (based on non-VAM assessments)	0%	10%	10%
Teacher and Learning Framework (observations)	35%	75%	55%

Washington DC IMPACT: Instructions for teachers in non-tested subjects and grades

“In the fall, you will meet with your administrator to decide which assessment(s) you will use to evaluate your students’ achievement. If you are using multiple assessments, you will decide how to weight them. Finally, you will also decide on your specific student learning targets for the year. Please note that your administrator must approve your choice of assessments, the weights you assign to them, and your achievement targets. Please also note that your administrator may choose to meet with groups of teachers from similar content areas rather than with each teacher individually.”

Washington DC IMPACT: Rubric for teachers in non-tested subjects and grades

TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA (TAS) RUBRIC

LEVEL 4 (HIGHEST)

LEVEL 3

TAS 1: TEACHER-ASSESSED STUDENT ACHIEVEMENT DATA

TAS
1

Student scores on teacher assessments indicate, on average, **exceptional** learning, such as at least 1.5 years of growth or at least 90% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Student scores on teacher assessments indicate, on average, **significant** learning, such as at least 1.25 years of growth or at least 80% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

Note: If a teacher uses more than one assessment, each will be rated individually and the scores will be averaged together.

Washington DC IMPACT: Rubric for teachers in non-tested subjects and grades

LEVEL 2

Student scores on teacher assessments indicate, on average, **some** learning, such as at least 1 year of growth or at least 70% mastery of content standards; assessments used are **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on teacher assessments indicate, on average, **little** learning, such as less than 1 year of growth or less than 70% mastery of content standards; assessments used are **not approved** by the administration; or scores reported are **not validated** by the administration.

Teacher Advancement Program (TAP) Model

- TAP requires that teachers in tested subjects be evaluated with value-added models
- All teachers are observed in their classrooms (using a Charlotte Danielson type instrument) at least three times per year by different observers (usually one administrator and two teachers who have been appointed to the role)
- Teacher effectiveness (for performance awards) determined by combination of value-added and observations
- Teachers in non-tested subjects are given the school-wide average for their value-added component, which is combined with their observation scores

Georgia KEYS

STUDENT ACHIEVEMENT - “Annual teacher evaluations shall as a minimum take into consideration the following: (1) the role of the teacher in meeting the school’s student achievement goals, including the academic gains of students assigned to the teacher.” Georgia Code 20-2-210 (b) (1) and (a)

“In making a determination of the academic gains of the students assigned to a teacher, evaluators should make every effort to have available and to utilize the results of a wide range of student achievement assessments, including those utilized by the teacher, set by the local board of education, or required under this article.” Georgia Code 20-2-210 (b) (1) and (c)

Student Achievement Teacher Standard 1: The teacher has a positive impact on student learning and academic achievement.

SA 1.1 Students taught by the teacher demonstrate the Georgia Performance Standard (GPS) related academic achievement progress on measures of student learning including state-mandated achievement tests or other measures as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	No quantifiable evidence exists that student achievement has increased, based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has increased, but has not met the established benchmark identified by the school district.	Quantifiable evidence exists that student achievement has met the benchmark based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has exceeded the benchmarks based on multiple measures of student learning including pre- and post-measures identified by the school district and also includes data from multiple measures of student learning.

Georgia KEYS for Non-tested subjects

SA 1.2 Students taught by the teacher of content areas not addressed by the Georgia Performance Standards (GPS) demonstrate academic achievement progress on measures of student learning as determined by the school district (e.g., teacher-developed assessments, department or district common assessments, benchmark tests, student work samples, portfolios, etc.).

	Not Evident	Emerging	Proficient	Exemplary
Continuum of Improvement	No quantifiable evidence exists that student achievement has increased, based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has increased, but has not met the benchmarks based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has met the benchmarks based on pre- and post-assessments using measures identified by the school district.	Quantifiable evidence exists that student achievement has exceeded the benchmarks based on multiple measures of student learning including pre- and post-assessments identified by the school district.

Example 1
Teacher Generated Performance Standards
 This option is similar to Example 3 in SA 1.1. A district-wide group of teachers could collaborate to determine proficiency or progress standards for a given subject. The type of assessment would depend on the skills and knowledge that students are expected to master. Art and music classes, for example, may require students to demonstrate skills through performance. Art students might be required to amass a portfolio that exhibits progress and eventual mastery of certain skills. Band students may be required to make recordings or give live performances.

Example 2
Certification Based Assessment
 Students in some fields, such as career and technical education, can seek certification that they have mastered certain skills. These certification tests may have been developed by national associations, state boards, or private companies. Districts may choose to adopt some of these tests as assessments of proficiency for their own coursework. This strategy has the advantage of holding students to a recognized standard and allowing for comparisons to students outside the district. Drawbacks may include the monetary cost of testing and the challenge of finding tests that are representative of course content.

Example 3
National Standards
 Some subjects may be covered by standards set by a national organization. For example, physical education students may be assessed using the President's Physical Fitness Test. Students that achieve passing scores may be considered proficient, and progress can be measured across multiple testing periods. In addition, information from sporting associations may be used to assess students' knowledge of the rules and strategies of various sports.

Delaware Model

- Standardized test will be used as part of teachers' scores in some grades/subjects
- “Group alike” teachers, meeting with facilitators, determine which assessments, rubrics, processes can be used in their subjects/grades (multiple measures)
- Assessments must focus on standards, be given in a “standardized” way, i.e., giving pre-test on same day, for same length of time, with same preparation
- Teachers recommend assessments to the state for approval
- Teachers/groups of teachers take primary responsibility for determining student growth
- State will monitor how assessments are “working”

Hillsborough, FL

- Stated goal is to evaluate every teacher's effectiveness with student achievement growth, even teachers in non-tested subjects and grades
- Undertaking to create pre- and post-assessments for all subjects and grades
- Expanding state standardized tests and using value-added to evaluate more teachers
- Part of a multiple measures system

Principal Evaluation: Interstate School Leaders Licensure Consortium (ISSLC) Standards

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Principal Evaluation: Interstate School Leaders Licensure Consortium (ISSLC) Standards (cont'd)

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Vanderbilt Assessment of Leadership in Education (VAL-Ed)

- “The instrument consists of 72 items defining six core component subscales and six key process subscales.
- Principal, Teachers, & Supervisor provide a 360-degree, evidenced-based assessment of leadership behaviors.
- Respondents rate effectiveness of 72 behaviors on scale 1=Ineffective to 5=Outstandingly effective.
- Each respondent rates the principal’s effectiveness after indicating the sources of evidence on which the effectiveness is rated.
- Two parallel forms of the assessment facilitate measuring growth over time.
- The instrument will be available in both paper and online versions.”

Vanderbilt Assessment of Leadership in Education (VAL-Ed) Definitions

- **“High Standards for Student Learning** —There are individual, team, and school goals for rigorous student academic and social learning.
- **Rigorous Curriculum (content)** —There is ambitious academic content provided to all students in core academic subjects.
- **Quality Instruction (pedagogy)** —There are effective instructional practices that maximize student academic and social learning.
- **Culture of Learning & Professional Behavior** —There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Connections to External Communities** —There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Performance Accountability** — Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students.”

Vanderbilt Assessment of Leadership in Education (VAL-Ed)

- **“Planning**—Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.
- **Implementing**—Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.
- **Supporting**—Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.
- **Advocating**—Promotes the diverse needs of students within and beyond the school.
- **Communicating**—Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.
- **Monitoring**—Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.”

Vanderbilt Assessment of Leadership in Education (VAL-Ed)

This table represents the conceptual framework for VAL-Ed. Each cell represents the cross-section of one core component and one key process of principal leadership. Every item in the Principal, Supervisor, and Teacher Response form represents a cross-section of one core component and one key process.

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning						
Rigorous Curriculum (content)						
Quality Instruction (pedagogy)						
Culture of Learning & Professional Behavior						
Connections to External Communities						
Performance Accountability						

Vanderbilt Assessment of Leadership in Education (VAL-Ed)

<h2>High Standards for Student Learning</h2>	Sources of Evidence						Effectiveness Rating				
	Check Key Sources of Evidence						Circle One Number to Indicate How Effective				
	Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective

How effective is the principal at ensuring the school ...

Planning	1. plans rigorous growth targets in learning for all students.						1	2	3	4	5
	2. plans targets of faculty performance that emphasize improvement in student learning.						1	2	3	4	5

North Carolina School Executive Evaluation Goals

- The principal/assistant principal performance evaluation process will:
 - Serve as a guide for principals/assistant principals as they reflect upon and improve their effectiveness as school leaders;
 - Inform higher education programs in developing the content and requirements of degree programs that prepare future principals/assistant principals;
 - Focus the goals and objectives of districts as they support, monitor and evaluate their principals/assistant principals;
 - Guide professional development for principals/assistant principals; and
 - Serve as a tool in developing coaching and mentoring programs for principals/assistant principals.

North Carolina School Executive Evaluation Process

- Principals and Assistant Principals are evaluated annually
- Focus is “formative professional development” (non-threatening, collegial)
- Assesses performance in relation to NC Standards for School Executives
- All school executives and those who will evaluate them must complete approved state training on the rubric and evaluation process

Principal Evaluation Instruments

Vanderbilt Assessment of Leadership in Education

<http://www.valed.com/>

- Also see the VAL-Ed Powerpoint at http://peabody.vanderbilt.edu/Documents/pdf/LSI/VALED_AssessLCL.ppt

North Carolina School Executive Evaluation Rubric

<http://www.ncpublicschools.org/profdev/training/principal/>

- Also see the NC “process” document at <http://www.ncpublicschools.org/docs/profdev/training/principal/principal-evaluation.pdf>

Iowa’s Principal Leadership Performance Review

<http://www.sai-iowa.org/principaleval>

Ohio’s Leadership Development Framework

http://www.ohioleadership.org/pdf/OLAC_Framework.pdf

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<http://www.econ.ucsb.edu/~jon/Econ230C/HanushekRivkin.pdf>

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<http://widgeteffect.org/downloads/TheWidgetEffect.pdf>

Questions?





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