



Evaluating Principals

Making a Fuzzy Process More Clear

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SPS Context

25,000 students

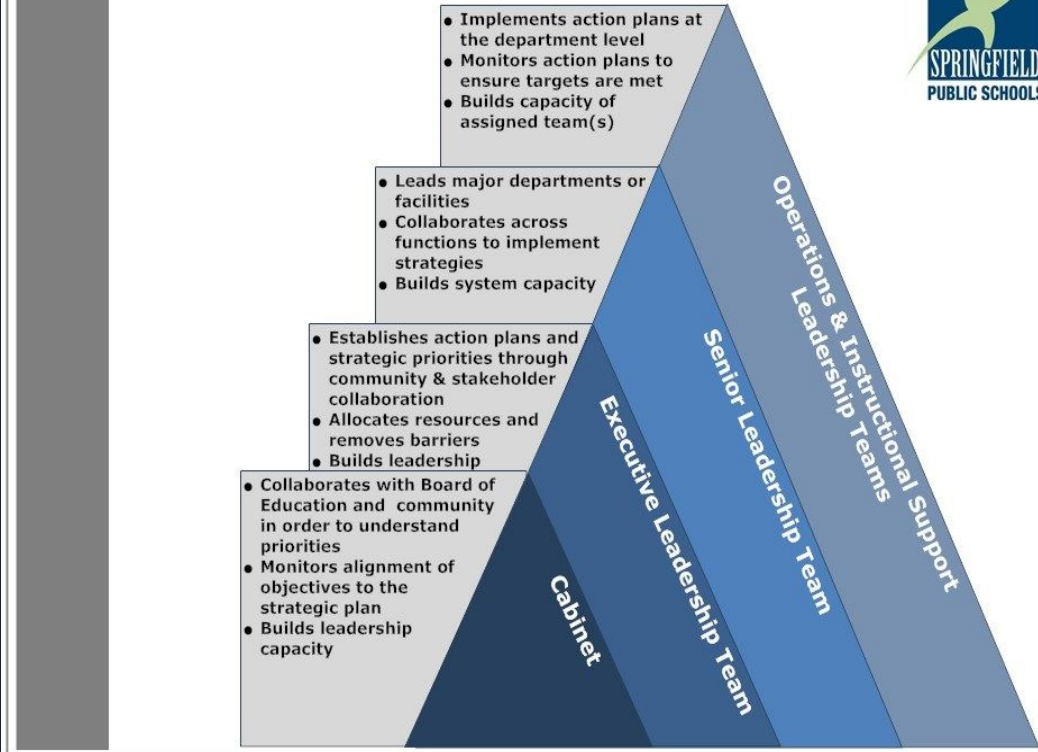
36 Elementary Schools (Four K-8)

Cabinet (5 members)

Executive Leadership Team

Directors

Springfield Public Schools Leadership Team Structure





Background

Teacher impact on learning

Leadership impact on teachers

Instructional leadership

Formative supervision vs. summative evaluation



Principal Supervisor Standards

Dedicate time to help principals grow as instructional leaders

Inform the vision, policies, and strategies to support learning

Coach, support, and engage in effective professional learning

Encourage schools are culturally/socially responsive

Use evidence of effectiveness to determine necessary improvements

Engage in their own improvement

Engage principals in evaluation processes

Lead change



Missouri Model Principal Evaluation

AUGUST-SEPTEMBER:

Identify indicators to be assessed

- 6 standards, 13 indicators

Determine baseline scores for indicators

Develop a growth plan for indicators



Growth Plans = Foundation & Focus

- District emphasis and personal choice -emphasis
- WHY - WHAT - HOW
- Self Assess utilizing [rubrics](#) - score 0-7
- *EMERGING / DEVELOPING / PROFICIENT / DISTINGUISHED*



Missouri Model Principal Evaluation

OCTOBER-MARCH : Provide feedback on indicators

Mid-Year Growth plan check

APRIL-MAY: Determine a follow-up score on indicators

Complete summative - Meets/Growth Opportunity/Concern

MAY-AUGUST: Reflect and plan



Guiding Questions

Do principals clearly understand all standards and indicators?

How do we get a clear, holistic picture of principals' performance?

How do we collect objective rather than subjective data?

How do best connect data to each standard and indicator?

How do we ensure principals have a voice in their evaluation?

How can we use the standards and indicators as reflection points for principals?

How can we ensure the evaluation process is perceived as fair?



Data Sources

Student achievement scores

Teacher/patron survey results

Professional learning meeting agendas

Discipline rates

Classroom visit numbers

Budget expenditures

School/community partnerships

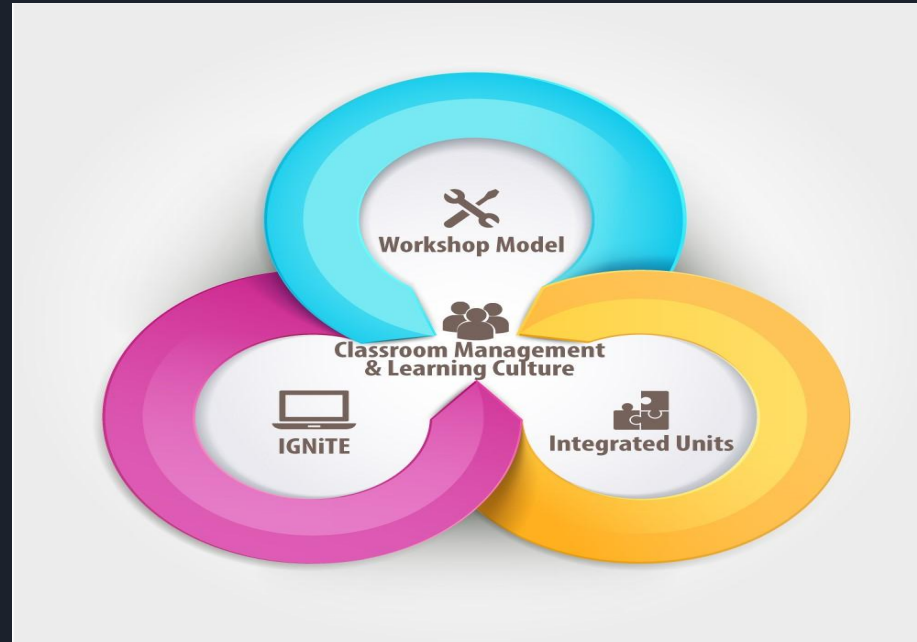
Evidence of shared decision making

Evidence of service to the district and profession

Monthly site visits

Daily/weekly e-mails

Elementary Learning Model





Evaluation within 1 Standard; 1 Indicator

Standard 2: Teaching and Learning, Indicator 4: Provide Effective Instructional Program

Instructional focus/School Action Plan (SAP)

Professional learning plan

Agendas, staff feedback, formative assessments

Classroom visits

Low performing teachers



Closure

Questions?

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