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Subject: Principal evaluation

There are a number of issues that I believe need to be addressed before an effective principal evaluation process can be implemented.

First, the teacher and student surveys should account for 17% of the total score for ranking rating principals. There is plenty of evidence to justify this allocation. And the many of the items that are identified in this instrument cannot be assessed without such surveys.

Second, the teacher and students surveys should be aligned s should the teacher and principal instruments. What I mean by this is that the same terms and concepts should be used to describe behaviors expected whenever possible. Because the district has built it's instruments and surveys on the backs of other instruments, there is inadequate alignment.

Third, the observational instrument describes principal behaviors and school behaviors. s noted many of the school behaviors cannot be assessed in the absence of surveys and most of the school behaviors are in fact behaviors that we would expect the principal to influence. So there is no reason to distinguish between principal and school behaviors.

Fourth, there is enormous redundancy in the principal behavior instrument and this complicates scoring because it would result in giving considerable weight to some behaviors as opposed to others and it is not clear that this is the intent of the instrument.

Fifth, there are way too many behaviors being assessed. It is literally impossible for the evaluator to go through all of these various measures even when many of them are redundant. Moreover, having this many measures makes it difficult to know what the priorities are and for principals to have a clear vision of what is expected of them. Less is more.

Six, some behaviors appear to be beyond the reach of even excellent principls. For example, knowing how to apply specific aspects of culture and responsive pedgogy to every subject being taught in the school seems daunting. Moreover, this particular behavior is not even expected of distinguished principles, only of those who are proficient.

Seventh, how will the behaviors be scored. I did not count the number of behavior was that my guess is they exceed 100. Is someone to get a maximum score of 400? nd, s noted, since some items appear several times, how is this accounted for?

Eighth, one of the problems facing school districts, including TUSD, is that the pieces don't fit together. So not only are the teacher and principal evaluation instruments and teacher and student the surveys not aligned but they don't tell a story. For example, a lot is known about the processes for facilitating continuous school improvement. Presumably, we would want school principals to be facilitators of continuous school improvement but the instrument measuring their behavior is not aligned with those processes in ways that would help principals identify priorities and focus their efforts as a set of interrelated activities.

Finally, there are number of incomplete sentences and inconsistencies. For example, In some cases the instrument indicates that distinguished behavior must include the behaviors are identified as proficient but in other cases does not. Further, some of the behaviors identified as distinguished do not appear in the proficient categories. Usually, rubrics represent different levels of effectiveness with respect to particular measures.

This is not easy work. District has taken on a difficult task and made some progress. More is needed to be done and if it is done well, this work will influence work in other districts as well.

Bill

Sent from my iPad