McREL INTERNATIONAL
*Improving teaching, leading and learning*

TEXAS PRINCIPAL EVALUATION SYSTEM

TEA TEXAS EDUCATION AGENCY

## Principal Appraisal Overview

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## Design and Development a collaborative effort

- McREL International
- Texas Education Agency
- Texas Professional Education Leadership Steering Committee

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## Session Outcomes

- Practical understanding of,
  - the rubric used to support and appraise Texas school-level leaders.
  - the annual process used to appraise school-level leaders.
  - the roles and responsibilities of school-leaders to actively participate in the appraisal process
- Effective use of the Texas Principal Evaluation rubric, forms, and tools.

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## WHY APPRAISE PRINCIPALS?

## Primary Purposes

*TEA Steering Committee Priorities*

Principal Evaluation and Support

Personify Continuous Growth & Improvement

Guide Self-reflection

Inform Professional Development

Improve Leadership Quality

## Discuss

### Purposes

Keeping these stated purposes in mind, discuss the following question with your small group:

*How does adopting the Texas Principal Evaluation System align with our school district's beliefs, assumptions, and philosophies about principal evaluation?*

Your role in the effective use and implementation

# EVALUATION PROCESS

## Evaluation System Process

## Principal (Appraisee) Expectations

1. Know and understand the Principal Leadership Responsibilities.
2. Understand the Texas Principal Evaluation System.
3. Prepare for and fully participate in each component of evaluation process.
4. Gather data, artifacts, and/or evidence to demonstrate performance in relation to leadership responsibilities and progress in attaining goals.
5. Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

## Appraiser Expectations

1. Know and understand the Principal Leadership Responsibilities.
2. Participate in training to understand and implement the Texas Principal Evaluation System.
3. Supervise the process and ensure that all steps are conducted according to Texas Principal Evaluation System.
4. Identify the principal's strengths and areas for improvement and make recommendations for improving performance.
5. Ensure the Summary Rating Form contains accurate information and fairly reflects performance.
6. Assist in the development of and supervise the implementation of professional development plans.

Why Principal Evaluation?

**BECAUSE LEADERSHIP MATTERS!**

## McREL's meta-analyses examined decades of quantitative research on:

Teaching
Schooling
Leadership

## Meta-Analysis of Leadership

Quantitative Data

Standardized Test Scores

Dependent Variable was Student Achievement

Independent Variable was Teacher Perceptions of Leadership

## Finding

*What Leaders should know and be able to do*

21 leadership responsibilities

66 leadership practices

All correlated to student achievement

Each correlation is statistically significant

## 21 Leadership Responsibilities

Affirmation
Change Agent
Communication
Contingent Rewards
Culture
Discipline
Flexibility
Focus
Ideals & Beliefs
Input
Intellectual Stimulation

Involvement with CIA*
Knowledge of CIA*
Monitor & Evaluate
Optimize
Order
Outreach
Relationships
Resources
Situational Awareness
Visibility

**Curriculum, Instruction and Assessment*

## Activity
### Learning the Leadership Responsibilities

Using the cards…

**Consider** each leadership responsibility.

**Match** each responsibility with its corresponding description.

## Activity
### Learning the Leadership Practices

Using the cards…

**Consider** each responsibility and the corresponding description

**Match** those with the leadership practices

## Reflect

- What surprises you about the leadership responsibilities and practices?
- What questions do the responsibilities and practices raise for you?
- Share with your group.

## Debrief

21 Leadership Responsibilities

Affirmation
Change Agent
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Involvement with CIA*
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Relationships
Resources
Situational Awareness
Visibility

*Curriculum, Instruction and Assessment

Standards | Rubric | Scoring | Evidence |

## RUBRIC

## Performance Standards

Texas Principal Evaluation

- Standard 1 • Instructional Leadership
- Standard 2 • Human Capital
- Standard 3 • Executive Leadership
- Standard 4 • School Culture
- Standard 5 • Strategic Operations

## Texas Principal Standards

- **Standard 1** – ***Instructional Leadership*:** The principal is responsible for ensuring every student receives high-quality instruction.
  - **1a. Rigorous and aligned curriculum and assessment** – The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards
  - **1b. Effective instructional practices** – The principal develops high-quality instructional practices among teachers that improve student performance
  - **1c. Data-driven instruction and interventions** – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap
  - **1d. Maximize learning for all students** – The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap

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## Performance Rubric

*Texas Principal Evaluation*

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## Performance Rating Scale

| | |
|---|---|
| **Distinguished** | Principal consistently and significantly exceeded proficiency on standard(s) of performance. Direct comment is required. |
| **Accomplished** | Principal exceeded proficiency on standard(s) of performance most of the time. |
| **Proficient** | Principal demonstrated competent performance on the standard. |
| **Developing** | Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate proficiency on standard(s) of performance. |
| **Not Demonstrated Needs Improvement** | Principal did not demonstrate the competence on achieving standard(s) of performance. Direct comment is required. |

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## Scoring the Rubric

## Scoring Example Targeting Growth

## Artifacts and Evidence

## Activity
### "Unpacking" the Rubric

- In groups of 2-4,
  - Select at least one of the indicators that support the standard
- Analyze the rubric,
  - Focus on the specific descriptors and how the rubric progresses from Developing to Distinguished.
  - What does Proficient look like?
  - What artifacts/evidence would support a rating of Proficient?
- Connect the research to the rubric,
  - What Leadership Responsibilities can you identify that might support your selected indicator?

## Debrief
### Rubric

Each team take 3 minutes to review their individual group discussion with the whole group.

Implement with quality, fidelity, intensity, and consistency

## THE EVALUATION PROCESS

## Texas Principal Evaluation Process

## Orientation

**Purpose**: To clarify the expectations and process for the Texas Principal Evaluation System.

- Principals will receive a complete set of materials required to meet evaluation expectations.
- Principals will understand:
  1. The evaluation system
  2. How performance will be measured
  3. How to use the associated materials
  4. Timeline required for use of the system
  5. Preparation for goal setting

## Self-assessment

**Purpose**: To reflect on past performance, feedback from supervisors and colleagues and benchmark performance against the criteria in the evaluation rubric.

- Each Appraisee will complete a self-assessment.
- This self-assessment will provide a foundation for collegial and professional conversations between the Appraisee and their Appraiser.
- The self-assessment provides the basis for goal setting and performance improvement plans.

## Self-assessment Activity

- **Consider** your Campus Improvement Plan.
- **Select** one Standard that you believe addresses some aspect of your Campus Improvement plan and begin your self-assessment using this standard.
  - Keep in mind what artifacts and evidence you might produce that would support your ratings.
- **Identify** a target (indicator) from your self-assessment of that standard that might be an opportunity for you to set a performance goal.
  - Consider how that opportunity would align to one of your Campus Improvement Plan priorities.

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## Goal Setting

**Purpose**: To consider past performance and current self-assessment in setting manageable, meaningful and measurable performance goals.

- Using either the evaluation software or paper/pencil version, each school-level leader will draft performance improvement goals.
- The goals will be based on past performance, the self-assessment, and collaboration with the evaluator.
- Goals should be directly linked to improving leadership performance and strategically tied to fulfillment of the schools improvement plan and priorities.

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## Performance Goal Setting Form

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## Activity
## Goal-Setting Process

- Using the Goal Setting Form, begin to draft one (1) goal based on the result of your self-assessment
  - Consider you Campus Improvement Plan priorities and align your performance goal with your self-assessment
  - Think about the strategies and tactics you will use to operationalize your goal.
  - You might want to consider several of McREL's *Leadership Responsibilities* when formulating strategies.

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## Mid-year Progress

**Purpose**: Collaborative and collegial dialogue between the principal and the supervisor to discuss progress toward individual goal attainment.

1. Review evidence of performance relating directly to the goal.
2. Identify potential additional support that may be needed to accomplish the goal.
3. Determine progress toward goal attainment.
4. Make any adjustments to the Goal Setting Form.
5. Discuss what data, artifacts and other evidence might be appropriate.

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## Mid-year Progress Form

| | |
|---|---|
| **Goal:** | ☐ **Progressing**<br>☐ **Not Progressing** |
| **Evidence of Progress:** | |
| **Revised Plan (if necessary):** | |
| **Appraiser Comments:** | |
| Principal comment attached: Yes ☐ No ☐<br>If comments are attached: Appraiser Signature: | Date: |
| **Principal Signature:** | **Date:** |
| **Appraiser Signature:** | **Date:** |

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## Consolidated Assessment

**Purpose**: The Principal will synthesize the information in preparation for a consolidated assessment and review of performance throughout the year. A brief summary of the artifacts and data should be provided to the evaluator in advance of the End-of-year Performance Meeting.

The Evaluator should;

1. Review the consolidated performance assessment.
2. Determine goal attainment.
3. Complete the Summary Rating Form.

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## Summary Rating

**Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.**

| Indicators | Distinguished | Accomplished | Proficient | Developing | Not Demonstrated Needs Improvement |
|---|---|---|---|---|---|
| a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement. | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap. | ☐ | ☐ | ☐ | ☐ | ☐ |
| OVERALL Rating for Standard 1 | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments:**

**Recommended actions for improvement:**

**Resources need to complete the actions for improvement:**

**Evidence of documentation that may be used to support ratings:**

- ☐ Campus Improvement Plan
- ☐ Student achievement and testing data
- ☐ Leadership teams
- ☐ Use of research-based school and classroom practices
- ☐ Campus master schedule
- ☐ Formative and summative assessments
- ☐ Education plans for identified sub-populations
- ☐ Stakeholder surveys
- ☐
- ☐
- ☐

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## End-of-year Performance

**Purpose**: To finalize the annual evaluation process of the principal. It is recommended that this meeting be conducted at the school. This meeting is to reflect back on the self-assessment, review the consolidated performance assessment and the appraiser's Summary Ratings.

Should any additional information be necessary for consideration in finalizing summary ratings, the principal will have immediate access.

Summary Rating Form is completed and signed by the principal and appraiser.

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## Final Evaluation Goal-setting Meeting

The principal and evaluator will generate goals, and a plan for accomplishing the goals that are based on the summary ratings from the previous year

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## End-of-year: Goal Attainment Form

| Goal: | | | | ☐ Goal Achieved<br>☐ Goal Not Achieved |
|---|---|---|---|---|
| ○ Significantly Exceeded Expectations | ○ Exceeded Expectations | ○ Attained | ○ Progressing | ○ Not Progressing |
| Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, or behaviors essential to an effective leader in the progress of meeting the established goal. | Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, or behaviors essential to an effective leader in the progress of meeting the established goal. | Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained. | Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained. | Principal did not demonstrate significant progress or adequate growth toward achieving the established goal. |
| Evidence of Completion: | | | | |
| Appraiser Comments: | | | | |

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## Purpose of the Pilot

Does the rubric measure principal performance appropriately?

Is the rubric, goal-setting, and overall process informative & effective?

Evaluate the psychometric properties of the rubric

- Effectiveness of the wording of the descriptors
- Effectiveness of the descriptors to measure the standards
- Appropriate level of difficulty of the descriptors
- Consistency of responses, ratings, & measurements
- Cumulative/additive scoring for all descriptors

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## Data Collected

Principal Evaluation (via Rubric)
- Principal self-assessment
- Mid-Year Review
- End-Year Review
- Summary Rating Form

Professional Development Plan
- Initial Goal-Setting Form
- Mid-Year Goal Progress Form
- End-Year Goal Progress Form

Focus Groups/Participant Feedback

## Timeline

| Beginning | | Mid-Year | End of Year |
|---|---|---|---|
| August | October | February | May |
| 1st: Distribution of Materials | 1st: (Deadline) Principal Self-Assessment & Initial Goal-Setting Form | 1st: (Deadline) Mid-Year Review | 1st: (Deadline) End-Year Review & Summary Rating Form |
| | | 15th: (Deadline) Perception Survey #1 | 15th: (Deadline) Perception Survey #2 |
| | | Week of 16th: Focus Groups | Week of 18th: Focus Groups |

Making a Difference requires doing…

# Thank You!

*What matters most*

## Contact Information

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## Affirmation

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Recognizes and celebrates school accomplishments and acknowledges failures | Systematically and fairly recognizes the accomplishments of teachers and staff<br><br>Systematically and fairly recognizes and celebrates the accomplishments of students<br><br>Systematically and fairly recognizes the failures and celebrates the accomplishments of the school as a whole |

## Change Agent

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Is willing to and actively challenges the status quo | Consciously challenges the status quo<br>Is willing to lead change initiatives with uncertain outcomes<br>Systematically considers new and better ways of doing things<br>Consistently attempts to operate at the edge versus the center of the school's competence |

## Communication

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Establishes strong lines of communication with teachers and among students | Is easily accessible to teachers and staff<br>Develops effective means for teachers and staff to communicate with one another<br>Maintains open and effective lines of communication with teachers and staff |

## Contingent Rewards

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Recognizes and rewards individual accomplishments | Recognizes and rewards individual accomplishments<br>Uses performance versus seniority as the primary criteria for rewards and recognition<br>Uses hard work and results as the basis for rewards and recognition<br>Recognizes individuals who excel |

## Culture

| The extent to which the principal . . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Fosters shared beliefs and a sense of community and cooperation | Promotes a sense of well being among teachers and staff<br>Promotes cohesion among teachers and staff<br>Develops an understanding of purpose among teachers and staff<br>Develops a shared vision of what the school could be like<br>Promotes cooperation among teachers and staff |

## Discipline

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Protects teachers from issues and influences that would detract from their teaching time or focus | Protects instructional time from interruptions<br>Protects/shelters teachers and staff from internal and external distractions |

## Flexibility

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent | Is comfortable with making major changes in how things are done<br>Encourages people to express diverse opinions contrary to those held by individuals in positions of authority<br>Adapts leadership style to the needs of specific situations<br>Is directive or nondirective as the situation warrants |

## Focus

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Establishes clear goals and keeps those goals in the forefront of the school's attention | Establishes high, concrete goals, and expectations that all students meet them<br>Establishes high, concrete goals for curriculum, instruction, and assessment practices within the school<br>Establishes high, concrete goals for the general functioning of the school<br>Continually keeps attention on established goals |

## Ideals & Beliefs

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Communicates and operates from strong ideals and beliefs about schooling | Possesses well-defined beliefs about schools, teaching, and learning<br>Shares beliefs about school, teaching, and learning with the teachers and staff<br>Demonstrates behaviors that are consistent with beliefs |

## Input

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Involves teachers in the design and implementation of important decisions | Provides opportunities for teacher and staff input on all important decisions<br>Provides opportunities for teachers and staff to be involved in developing school policies<br>Uses leadership teams in decision making |

## Intellectual Stimulation

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture | Keeps informed about current research and theory on effective schooling<br>Continually exposes teachers and staff to cutting-edge research and theory on effective schooling<br>Fosters systematic discussion regarding current research and theory on effective schooling |

## Involvement in CIA

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Is directly involved in the design and implementation of curriculum, instruction, and assessment practices | Is directly involved in helping teachers design curricular activities and address assessment and instructional issues |

## Knowledge of CIA

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Is knowledgeable about current curriculum, instruction, and assessment practices | Possesses extensive knowledge about effective curricular, instructional, and assessment practices<br>Provides conceptual guidance regarding effective classroom practices |

## Monitor & Evaluate

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Monitors the effectiveness of school practices and their impact on student learning | Continually monitors the effectiveness of the school's curricular practices<br>Continually monitors the effectiveness of the school's instructional practices<br>Continually monitors the effectiveness of the school's assessment practices<br>Remains aware of the impact of the school's practices on student achievement |

## Optimize

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Inspires and leads new and challenging innovations | Inspires teachers and staff to accomplish things that might be beyond their grasp<br>Is the driving force behind major initiatives<br>Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things |

## Order

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Establishes a set of standard operating procedures and routines | Provides and reinforces clear structures, rules, and procedures for teachers and staff<br>Provides and reinforces clear structures, rules, and procedures for students<br>Establishes routines for the effective running of the school that teachers and staff understand and follow |

## Outreach

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Is an advocate and spokes-person for the school to all stakeholders | Ensures the school complies with all district and state mandates<br>Is an advocate of the school with the community at large<br>Is an advocate of the school with parents<br>Is an advocate of the school with the central office |

## Relationships

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Demonstrates awareness of the personal aspects of teachers and staff | Is informed about significant personal issues within the lives of teachers and staff<br>Maintains personal relationships with teachers and staff<br>Is aware of the personal needs of teachers and staff<br>Acknowledges significant events in the lives of teachers and staff |

## Resources

| The extent to which the principal. . . | Practices That Fulfill the Area of Responsibility |
|---|---|
| Provides teachers with materials and professional development necessary for the successful execution of their jobs | Ensures that teachers and staff have the necessary materials and equipment<br>Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching |

## Situational Awareness

| The extent to which the principal... | Practices That Fulfill the Area of Responsibility |
|---|---|
| Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems | Is aware of informal groups and relationships among teachers and staff<br>Is aware of the issues in the school that have not surfaced but could create discord<br>Accurately predicts what could go wrong from day to day |

## Visibility

| The extent to which the principal... | Practices That Fulfill the Area of Responsibility |
|---|---|
| Has quality contacts and interactions with teachers and students | Makes systematic and frequent visits to the classroom.<br>Is highly visible to students, teachers, and parents.<br>Has frequent contact with students. |